

Distance learning during COVID-19

Continuing Education in low-tech and low-resource environments

7th April 2020



**Inter-agency
Network for Education
in Emergencies**

Agenda

1. Welcome and introduction
2. Overview and framing - Jacqueline Strecker [UNHCR]
3. Panel presentations
 - a. Luke Stannard [Save the Children]
 - b. Abigail Bucuvalas [Sesame Workshop]
 - c. Camilla Lodi [NRC]
 - d. Judith Flick and Laura Miller [WarChild Holland]
 - e. Lauren Lichtman [Learning Equality]
 - f. Mark West [UNESCO]
4. Moderated Discussion / Q&A



What is Distance Learning

- Many different terms used “virtual learning”, “connected education”, etc.
- Diverse models:
 - Facility-based, blended, differentiated, self-guided
- Diverse tools can be used:
 - Radio, TV, Mobile Phones, Online Learning, Paper & Pencil



Important Considerations

- **Start with the national response** - *What's being prioritized?*
- **Consider equity** -
 - *What resources do people have?*
 - *How can we ensure everyone can participate?*
- **Sequencing your response:** *What's first, what next?*
 - **immediate, medium, longer term, recovery interventions**
- **Lasting investments:**
 - *How can resources invested today link to programming in the future?*
 - *What are the hidden costs?*



Interactive Audio Instruction



- UNESCO reports 75% of households globally have access to radio
- Multiple implementation options increases potential reach
- Multi child learning material

Interactive Audio Instruction (IAI)

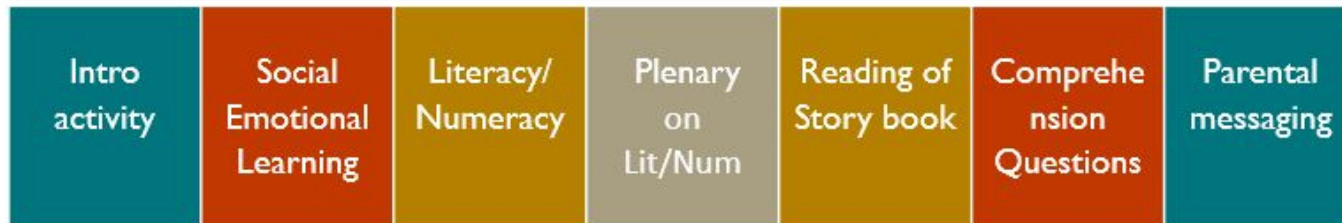
- IAI is a term for all forms of interactive audio instruction

Interactive Radio Instruction (IRI)

- IRI often focuses on the broadcast of material from a radio station



One Recording – roughly 1 hour in length



Start

End



Tiyende! programme in Malawi

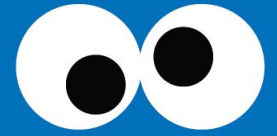


- 2013 – present
- ECD material for children and ECD volunteers
- 100 pre-recorded lessons that align with ECD national curriculum
- Multi technology distribution - *community radio approach but also mobile phones*
- *2017 study demonstrated significant impact on learning outcomes*
- *800,000 children reached at approx 10c per child per year*
- *Repositioning this for COVID-19 response*



Save the Children

Mass Media in Low-Resource Contexts

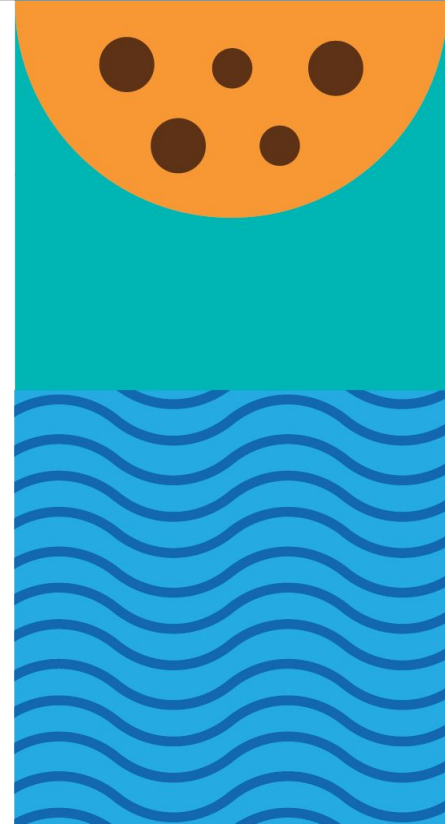


Key Considerations:

- Clear curriculum, driven by local needs and stakeholder partnership (e.g. alignment with government curriculum)
- Access to platform among the target population, and alignment between learning objectives and platform
- Additional support to caregivers and educators when possible

Example:

- Baghch-e-Simsim
 - Television in Kabul
 - Radio throughout the country
 - Listening circles for mother-child dyads



Involving Caregivers in Learning



Key Considerations:

- Where are children accessing our content? (e.g. at home, at school, in the community)
- Who are the key adults in their lives?
- What do these adults need to help children get the most out of the content?

Examples:

- Baghch-e-Simsim (mass media)
- Sesame Sheeko Sheeko (mass media accessed in classrooms)
- Play Every Day (community-based programming)



NRC's Better Learning Program during COVID-19 in MERO



BLP's 5 Principles for Recovery (Hobfoll et al.)



Being able to calm down



A sense of safety and stability



The power to change the situation



Connecting with others



Re-establishing hope

REMOTE MODALITES:

1. NRC Emergency remote learning (HQ)
2. Data collection on the Learning Readiness of children (LB)
3. Supporting the Supporters system in place
4. WhatsApp PSS messages/flyers (PS-Syria)
5. Mobile App

MERO Better Learning Program (BLP)
Solid and Emotional Support for Parents and Children during the COVID-19 Pandemic Response

MERO Better Learning Program (BLP)
Solid and Emotional Support for Parents and Children during the COVID-19 Pandemic Response

Being Thinking & the Decision exercises
Reserving for a moment and dedicating time to breathe deeply can create a sense of relaxation and self-control. Try doing this when you see that your children are super active, noisy, or when they do not sleep well.

Beach ball wall	Balloon	Relax your mind
 Clear your eyes. Take a deep breath. Shake with your hands and ankles with your feet. Get the support for the floor. Stand for a few seconds and then kneel. If it still you have a bit more time. Repeat the exercise three times. Ask your children to lead the exercise for the whole family. Practice every time you want to try to practice together with your children before going to sleep.	 Remove your shoes if it's more comfortable. This is a simple game of the balloon. Blow in the balloon. Try to keep the balloon for a while. Ask your children to lead the exercise for the whole family.	 Take a comfortable position and close your eyes. Think about a place or a situation you really like and makes you feel happy and safe. It could be an imaginary place or a place you have been before. Stay there for a while and try to remember the colors, smells, and any positive sensation (e.g. the sound of the wind, the smell of a flower etc.). If possible ask your children to draw their place and keep it visible where you live.

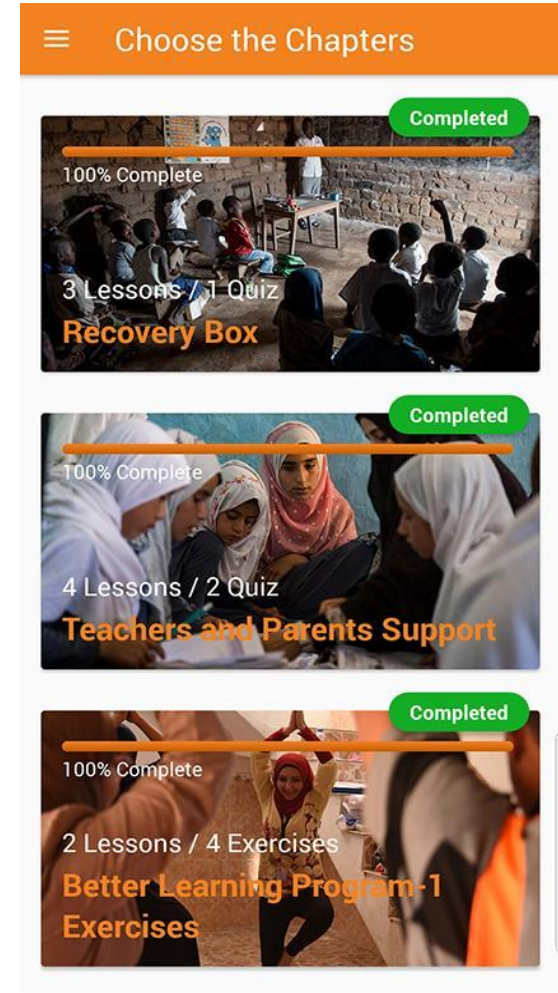
Study from Home
Even during school disruption, it is important that children keep on dedicating time to study. This will support them in enhancing their academic skills and feeling connected. Find below some simple tips for children.

Study Routine	Tips to study better
 It's recommended to go to sleep early. -Every morning after hygiene practices and breakfast do up to you yourself if you were going to school. -Set boundaries dedicating a small place in your home to study. -Set the daily study routine to study and inform the rest of the family. -The whole family should contribute in respecting the location and time boundaries. -Take a break during the weekend. -Practice breathing & relaxation every five hours and before going to sleep.	 -Write up a study schedule every day before you start. -Include short breaks every 45 minutes. -Make list of possible distractions which might negatively affect your daily study. -Have an supervisor enter your progress to avoid getting distracted. -Ask a member of the family to quiz you at the end of each session. -Write in the morning of the day. -If there is something difficult which you don't understand or have it to see side and go ahead with the other tasks. -Organize study groups with your siblings. -Report about it front of a member of the family.

NRC BLP APP

An example from Jordan

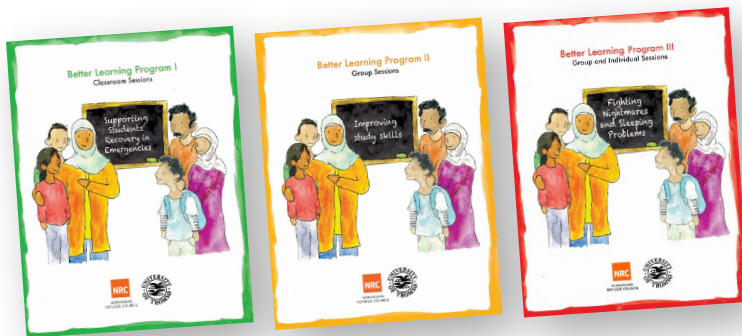
- The BLP App is a digital tool designed to complement BLP1 teacher training. It provides review of programme content and techniques, even in case of access constraints, ensuring support and continuity of learning amongst teachers and consequently amongst students.
- Off-line application for android devices, phones and tablets. It is available in three different languages: Myanmar, English and Arabic.
- The app contains 3 main chapters: 1) Recovery box, which includes an introduction and key principles; 2) Teachers and parents support; 3) Better Learning Program -1 exercises.



OVERALL GOAL OF THE REGIONAL BLP PROJECT



Each chapter contains animated lesson videos together with a quiz, designed to check the knowledge acquired and stimulate reflection.



Institutionalization of the BLP as an **open source public good** in the formal and non-formal education systems for vulnerable populations in the Middle East

PSS/SEL Adviser- Camilla Lodi- camilla.lodi@nrc.no

CAN'T WAIT TO LEARN GAMING



- A cost efficient and highly effective digital tablet-based innovation programme providing children access to quality education, in both formal schools or inside their communities.
- Offers children the opportunity to (continue to) learn to read, write and count through a **self-paced digital game**, which is specifically created to reflect their world and context.
- Partnerships with Ministries of Education to ensure that learning objectives are **based on the national curricula**.
- Children's **progress is monitored** and used for further improvements of the programme.
- Currently active: Jordan, Lebanon, Sudan, Uganda, Chad and Bangladesh.

OUR RESPONSE TO COVID-19

1. Downloadable Link/Zip file (3 weeks)
Development of a downloadable link – Zip file with CWTL videos, workbooks and audio (3 weeks)
2. Increase the number of available tablets (4-6 weeks)
Per country, at least one tablet per household.
3. Mobile compatible version of Can't Wait to Learn. (3 months)
Development of game on phone accessible without internet connection.
Learn materials will be available on existing devices available in the household (smartphones and tablets).
 - Phase 1 - Make a subset of Arabic reading mini-games available on mobile, with existing educational content from Lebanon.
 - Phase 2 – Complete the full curriculum Arabic reading game.

Kolibri: Equity-Focused Ed Tech



Kolibri is an open-source education technology platform and toolkit focused on:

- fostering **innovative pedagogy** and effective **learning**
- increasing availability of **relevant, aligned learning materials**
- overcoming **infrastructural barriers** preventing equitable access



Can be used offline



Wide variety of hardware
(legacy/low-cost)



Seamless distribution
and data syncing




At-home use of Kolibri during COVID-19

Currently available:

- Kolibri and its content library in various languages, for different grade levels and subjects
- Kolibri Studio to support aligning digital resources to curricular standards

What's new or coming soon:

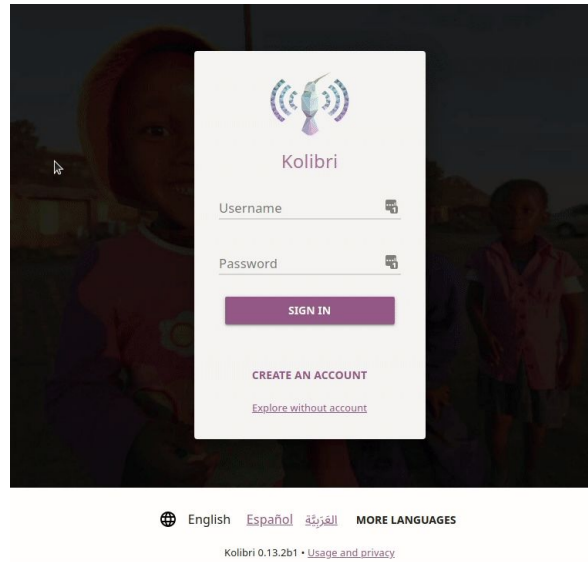
- Guidance on using Kolibri at home as well as pedagogical resources to continue learning
- Self-contained Android App + improved onboarding
- Library catalogue for improved content discoverability
- Updated content library
- Documentation on using Kolibri Studio curricular tool for alignment
- Added support to pre-provision devices for distribution and technical guidance to MNOs and government

Mathematics	Life Skills	English
 ck-12 Khan Academy	 SIKANA	career  girls
Explore the characteristics of different types of triangles and sketch your own bridge and/or build a bridge out of sticks.	Watch videos on organic gardening. Design and sketch your own garden with all the characteristics you learnt about.	Watch a Career Girls video on a Career Cluster that you are interested in. Use your imagination to create comics that explore questions about careers: How do I do this? Your comics can be funny, silly, clever, serious, or any combination.



Kolibri & COVID-19

NITA-U server in Uganda, supported by UNICEF
with content organized and approved by
curricular body, NCDC



Elimu server in Kenya distributed via
mesh network to local community



Learn more: <http://learningequality.org/r/covid-19>

**Multiple
approaches:
Use the full
toolkit – hi tech,
low tech, no tech**



UNESCO response:

- Monitoring school closures
- Communities of practice - MoE meetings and thematic webinars
- Repository of national response
- Distance learning solutions
- Country-level support
- Data collection, research and analysis

Global Coalition for COVID-19 Educational Response



Questions?



Next Webinar:

PSS/SEL for learners during COVID-19
Thursday 16th April 2020, 9am EST
Invitation to be shared very soon





www.inee.org/collections/coronavirus-covid-19

Email: covid-19@inee.org