Catching Up on Lost Learning — Part 1: Applying Accelerated Approaches in Response to COVID-19

28 July 2020
Webinar Housekeeping

Participant audio and video are disabled.

Post questions using the Q&A function at any time.

This session is being recorded.

Closed captioning available in En.

The recording and presentations will be shared on the INEE website: http://www.inee.org/covid-19/webinars.
Agenda

1. Welcome and introduction — Charlotte Bergin
2. Overview and framing — Martha Hewison
3. COVID-19 guidance — Kayla Boisvert
   a. AEWG COVID-19 Decision Tree and Brief: Pathways for the Return to Learning
4. Field examples
   a. Mozambique — Rafael Bernardo and Nacima Figia
   b. Liberia — Abba Karnga and Kaitlynn Saldanha
5. Moderated discussion/Q&A
How can learners catch up?
COVID-19 Response

ACCELERATED EDUCATION WORKING GROUP

COVID-19 PATHWAYS FOR THE RETURN TO LEARNING

INTRODUCTION AND PURPOSE

The COVID-19 pandemic has presented educators and school systems around the world with unprecedented challenges. The pandemic has disrupted traditional learning environments, leading to widespread school closures and the adoption of remote learning modalities. As schools seek to reopen, decisions must be made about how to best support student learning and well-being, while ensuring health and safety measures are in place.

The Accelerated Education Working Group (AEWG) has developed a pathway for decision-making to provide a clear framework for educators and stakeholders in planning for the return to learning. This pathway takes into account the unique contexts and needs of different regions, while providing a coherent approach to decision-making.

The pathway is designed to help educators and policymakers navigate the complexities of reopening schools. It outlines key considerations and decision points, allowing stakeholders to make informed choices that prioritize student health, safety, and learning.

The pathway is divided into three key phases:

1. **Preparation and Planning**
   - Assess the current health status and community readiness.
   - Develop comprehensive health and safety protocols.
   - Ensure adequate resources and support for both students and staff.
   - Conduct simulation exercises to test plans and procedures.

2. **Implementation and Monitoring**
   - Gradually reopen schools, monitoring the effectiveness of health and safety measures.
   - Continuously assess and adjust plans based on new information and evolving circumstances.
   - Provide ongoing support and training for educators and staff.

3. **Ongoing Care and Support**
   - Maintain and enhance health and safety protocols.
   - Ensure equitable access to resources and support for all students.
   - Continuously evaluate and adjust strategies to meet emerging needs.

The pathway emphasizes the importance of collaboration and communication among all stakeholders, including educators, policymakers, healthcare providers, and community leaders. By following this framework, educators can work together to create safe and effective learning environments for all students.

This document is intended to guide educators and stakeholders in decision-making processes related to the return to learning. It is a living document that will be updated as new information becomes available. Final decisions should be made in consultation with local health officials and other relevant authorities to ensure the safety and well-being of all students and staff.

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<th>INTRODUCTION</th>
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<td>The COVID-19 pandemic has presented unprecedented challenges to education systems worldwide.</td>
<td>The pathway provides a comprehensive framework for decision-making.</td>
<td>Ensures a safe and effective return to learning.</td>
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Extended Instructional Time

Catch-Up Programmes

Remedial Education

Accelerated Education Programmes (AEP)
Attending formal education

Will they be able to return?

The amount of education missed will vary by context. Education planners must decide if the amount of instructional time missed warrants enough for a full catch-up programme or just extending instructional time.

Considering school closures and access to distance learning, how much education have they missed?

- a little
- a lot

Implement back-to-school campaigns to (re)engage all learners.

- Return learners to same formal or alternative education programme. Extend instructional time to get back on track.
- Return learners to same formal or alternative education programme. Implement catch-up programme. Remedial education for those who are struggling.
- Enrol learners in non-formal catch-up programme. Remedial education for those who are struggling. Support learners to transition back to formal education.
...how much education have they missed?

Attending certified alternative education (including skills training)

What type of alternative education programme were they attending?

Alternative education or skills training (non-accelerated)

E.g. community-based schools, alternative basic education, or skills training that lead to certification but are not accelerated.

Will they be able to return?

Yes

OOSC&Y

No

...a little

...a lot
Implement back-to-school campaigns to (re)engage all learners.

**Missed a little**
- Return learners to same formal or alternative education programme. **Extend instructional time** to get back on track.
  - Consider extending the school day or term, shortening breaks, double shifting, or distance learning.
  - If you have to reduce class size due to physical distancing, this may reduce the number of in-class hours. Therefore, you may need to condense the curriculum in addition to adjusting instructional time.

**Missed a lot**
- Return learners to same formal or alternative education programme. **Implement catch-up programme. Remedial education** for those who are struggling.
- Enrol learners in **non-formal catch-up programme. Remedial education** for those who are struggling. Support learners to transition back to formal education.
  - Ensure AEP learners stay on the same academic calendar as the formal schools so they can sit exams and transition.

**Return learners to AEP. Extend instructional time** to get back on track.
  - Many barriers to education have been exacerbated by COVID-19. Ensure these specific barriers are addressed by appropriate programming options.

Leverage distance learning to ensure physical distancing standards are met, to provide remedial support to struggling learners and to meet the needs of learners who are unable to return.
Ensure AEP learners stay on the same academic calendar as the formal schools so they can sit exams and transition.
Implement back-to-school campaigns to (re)engage all learners.

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- Return learners to AEP. **Extend instructional time** to get back on track.

- **Consider extending the school day or term, shortening breaks, double shifting, or distance learning.**
- **If you have to reduce class size due to physical distancing, this may reduce the number of in-class hours. Therefore, you may need to condense the curriculum in addition to adjusting instructional time.**
- **Ensure AEP learners stay on the same academic calendar as the formal schools so they can sit exams and transition.**
- **Many barriers to education have been exacerbated by COVID-19. Ensure these specific barriers are addressed by appropriate programming options.**

Leverage distance learning to ensure physical distancing standards are met, to provide remedial support to struggling learners and to meet the needs of learners who are unable to return.
https://inee.org/resources/accelerated-education-decision-tree
The COVID-19 tools that were just presented are available at https://inee.org/resources/covid-19-pathways-return-learning.
Mozambique

Rafael Bernardo
Deputy Director Institute of Education
Mozambique
Background- Mozambique

Compulsory Formal Basic Education:
G1-G9- MoE

Non-Formal Education:
Operated by private institutions, not under the MoE

Categories:
Girls
Conflict
Rural communities
Response to COVID19

Schools shut - 23rd March -
Schools open - 27th July

Distance learning radio and TV-reached urban population but not rural

Teachers have continued to be paid
Considerations for learners in the return to learning

Need to catch up on 24 weeks (6 months)

Social distancing

Teachers
Plans for the return to learning

Phased return: G12 and teacher trainers

Social distancing: construct temporary classrooms

Extended instructional time: shorten holidays

All learners will sit for final exams at all levels.

Condensed curriculum
OUR EDUCATION WORK IN MOZAMBIQUE

Junho, 2020
Luminos Second Chance Program

External evaluation results show that Second Chance students complete primary school at nearly twice the rate as their peers, have higher academic outcomes, and aspirations for the future.

- **Target Group**: Out-of-school children, ages 8-12, even mix of girls and boys
- Condensed phonics-based curriculum supports students to achieve functional literacy
- Takes children from not recognizing letters to reading passages in 10 months
- 8-hour school day: 5 hours dedicated to literacy, 2 hours to numeracy
- Free mid-day meal provided to all students
Liberian Context

• Population: 4.9 Million
  • 68% have access to a basic phone, 12% have electricity, 8% have internet

• Human development outcomes among the lowest in the world
  • Liberia ranks 176 of 189 countries on the Human Development Index (HDI)
  • Pre-COVID poverty rate of 51%
  • Nearly 1 in 3 children (32%) under the age of 5 suffer from severe malnutrition

• Education Context
  • 60% of children are out-of-school; 40% of primary students are 3 or more years overage
  • Average child receives 4.4 years of education by age 18
  • 62% of schools have handwashing stations (48% of government schools)

• 2.2 million school-aged children out of school since March 17th

• COVID-19 lies on top of Ebola (2014-16) and 14 years of civil war (1989-2003)
The Luminos Fund’s COVID-19 Response
Considerations for the return to learning

Government school students

Grade 6-12:
• Returning to school in phases starting with Grade 12 (June 29th)
• “Catch up classes” held for 1-2 months (Aug-Nov) prior to new school year

ECE - Grade 5:
• Returning to school in October (no catch up classes)
• “Learning kits” distributed
• Schools urged to package lessons to do from home

Luminos Second Chance students

Options Considered:
1. Hold catch up program/classes over the summer (Aug/Sept) w/ MoE permission
2. Extend instructional time in the fall (evenings/weekends)

Key Considerations:
• Important that AE learners transition to mainstream school for the start of the new academic year, as planned
• How do you further accelerate an AEP for learners impacted by school closures?
Luminos plans for school reopening

We anticipate holding classes for the 2019/20 cohort over the summer and starting with the 2020/21 cohort from October. Our plans remain flexible and responsive to the evolving situation on the ground.

**Luminos 2019/20 Cohort**

- In touch with the MoE regarding early school opening for NFE programs
- Ideally, hold classes in Aug/Sept
- Focus on understanding learning loss and reviewing content
- Students are promoted/transition to government school, as planned
- Follow MoE guidance (health, WASH, physical distancing, etc.)

**Luminos 2020/21 Cohort**

- Start classes in October when government reopens school for ECE through Grade 5
- Teacher training may take place in multiple [smaller] batches
- NEW SEL elements added to Luminos curriculum
- Follow MoE guidance (health, WASH, physical distancing, etc.)
Questions?