

Regional webinar programme for teachers in  
MENA (AskHala)

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# **Webinar#1 Techniques to help learners catch up**

27 May 2021

# In today's webinar, we're going to look at:

- The negative impacts of school closure and learning loss
- How the Covid situation can help us re-imagine education
- Advice, principles and toolkits to help build blended learning solutions now & prepare for a post Covid educational world
- Practical examples on how to help learners catch up

# Identifying the problem

(UNESCO/McKinsey) – July 2020

- With about **1.6 billion** children affected by school closures around the world, remediating learning loss due to COVID-19 will be a **major challenge**
- School closures shows that COVID-19 could result in students achieving **only 70% of the learning gains in reading and 50% of the learning gains in mathematics (up to a full year behind in some grades) compared to a normal year.**

COVID-19 will **exacerbate existing learning gaps** both between students and between schools:

- **Gaps between students:** students who face challenges will fall further behind, with families facing additional challenges
- **Gaps between schools:** teachers in systems with very large class sizes will face challenges following up with students, and schools with weak IT systems may lose time setting up platforms.

# Identifying the problem

The learning setback caused by school closures is predicted to have **significant economic consequences**

- According to the World Bank, globally, a school shutdown of **5 months** could generate learning losses that have a present value of **US\$10 trillion**.

The world could lose as much as **16% of the investments** that governments make in this cohort of students' basic education.

Without drastic **remedial action**, the world could thus face a substantial setback to the goal of halving the percentage of learning poor — and be unable to meet the **SDG4 goal by 2030**

# Is this all bad news?

The world must respond quickly and deliberately to **mitigate impacts**

while **seizing opportunities** to make **education more inclusive, effective and resilient** than pre-COVID-19.

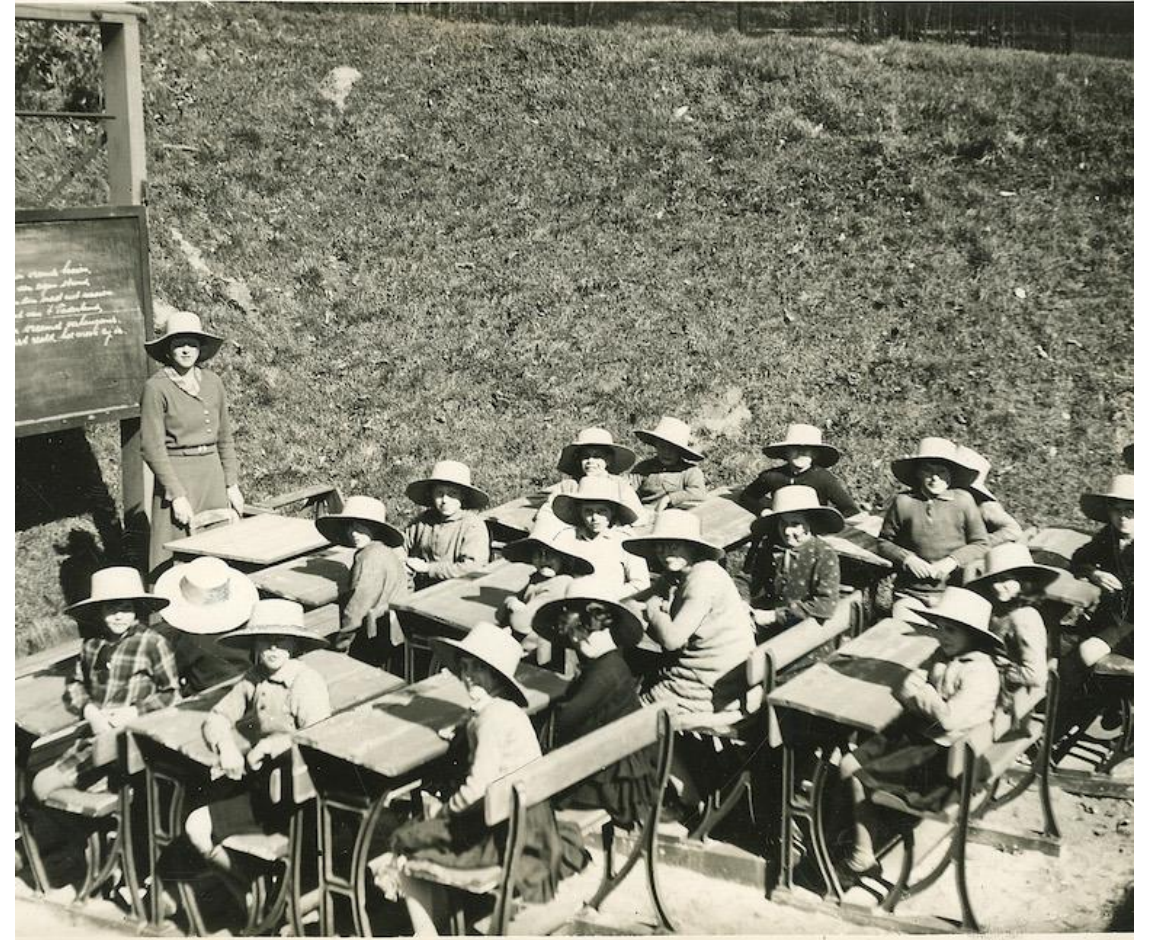
**Re-imagining Education so that it takes place in and outside school**



# Is this all bad news?

The paradigm of school as a fixed place where children must go at a fixed time should be extended so that the school can also go to the child anywhere, anytime – **a school without walls.**

Learning outside school and at home should be **the norm rather than the exception.**



# Is this all bad news?

The significant investments in **educational technology** countries have made in the recent months to continue learning can be used as a **launching pad for the new post-COVID-19 world**.

The lessons that we are learning **today** can help us re-imagine education **tomorrow**

**Tomorrow**



**Today**



# Advice & toolkits

<https://pubdocs.worldbank.org/en/925611587160522864/KnowledgePack-COVID19-RemoteLearning-LowResource-EdTech.pdf>

With focus on the least developed countries, EdTech principles, top tips



# Advice & toolkits



1. Develop both a **short-term and medium-long term plan**. The short-term plans must focus on emergency responses to keep students learning. The medium-long term plans must prepare for school-reopening, building resilience and transformation to teaching and learning using EdTech.
  - ✓ Remember that we can't replicate everything that happens in school while at home, but we should take the opportunity to rethink lifelong learning and how to reach out-of-school children and youth as part of a medium-long term plan.



2. Use the **most widely used existing technology** in the country – For FCV or LICs, most likely, Radio, TV, Mobile Phones.
  - ✓ In the short term, it is not prudent to start buying lots of devices or trying e-learning with no prior experience. This can instead be part of a medium-term plan for resilience and reform.



3. Consider using a **combination of multiple technologies** to reach as many children as possible.
  - ✓ Multi-pronged approach could include: Radio, TV, Mobile Phones/SMS/[WhatsApp](#), Facebook, e-Books, online learning delivery, and print materials.



4. For online learning, focus on **curating existing (open) content rather than developing content**.
  - ✓ Developing good content takes time and expertise. Instead, in the short-term, focus on on existing local and international ([open education resources](#)) content and align these to your curriculum.



5. **Parents and caregivers are critical** pieces of the puzzle - they are now also the teachers.
  - ✓ Providing **regular guidance and support** to parents via Radio, TV, SMS, Facebook. This helps provide them with direction and helps boost morale.

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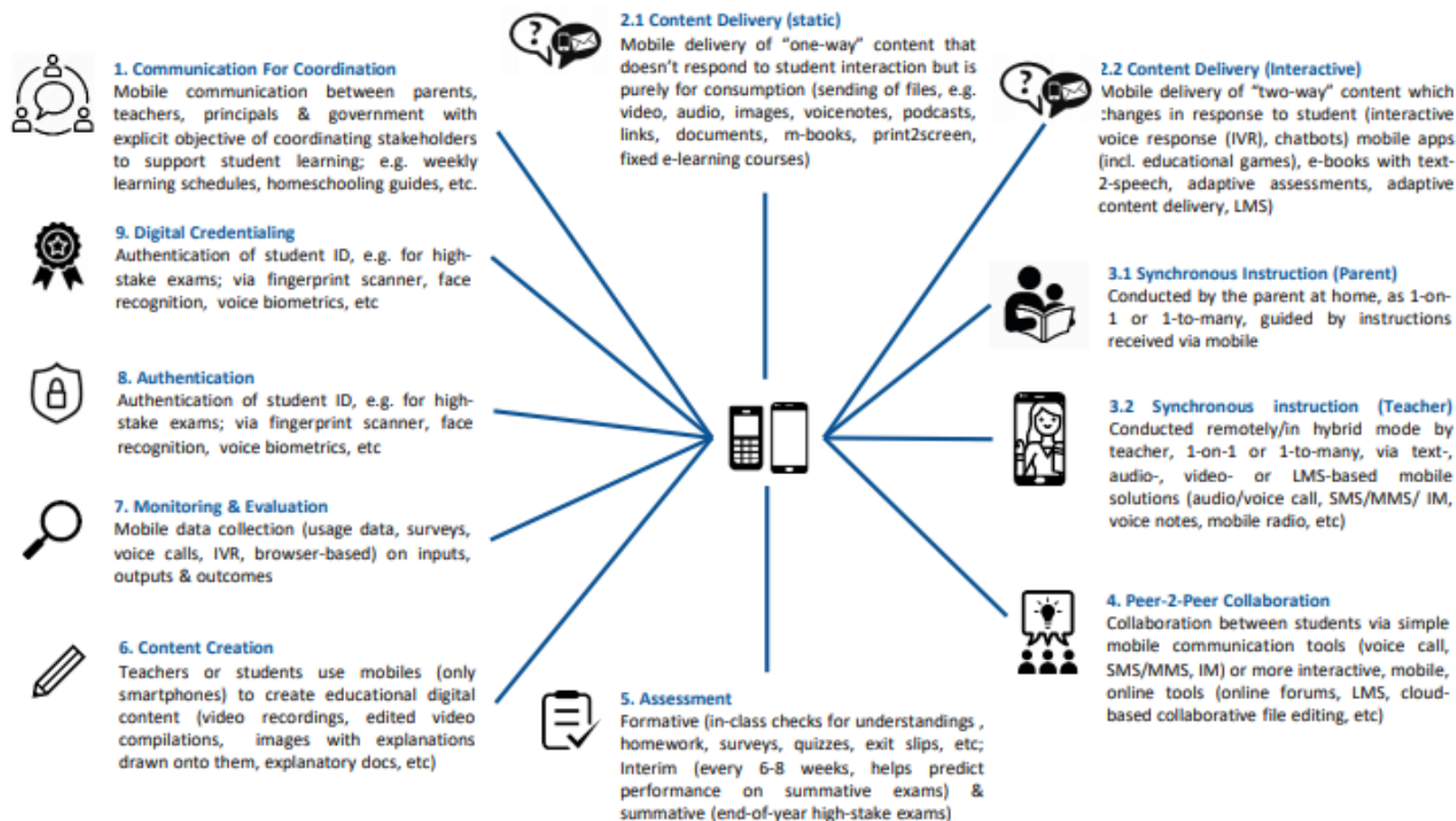
# Advice & toolkits

<https://pubdocs.worldbank.org/en/685691598013656403/WorldBank-EdTech-Team-Knowledge-Pack-MobileDistance-HybridEducationSolutions-version2.pdf>

Use cases, stats, evidence on effectiveness, case studies, how to

# Advice & toolkits

## Mobile has 9 Use Cases - consider ALL of them!



## Consider ALL configurations

Mobile can be used on its own or - ideally - as a way to complement other educational media such as TV, radio and print symbiotically. Evaluate mobile's particular value-add from an angle of **unique advantages over other tools, such as its 2-way communication ability** that enables assessment, M&E, authentication, peer-collaboration, etc - which can't be done via TV or radio. The exact use case should always depend on context and need; see the decision tree for guidance.

## Consider ALL Phone Types



### Feature Phones

1.8 to 2.8-inch LCD screens (color/B&W), SD card, GPS, camera, buttons-based input, torchlight; voice calls, SMS, MMS, basic browser, FM, media player; no wifi



### Smart Feature Phones

Feature Phones with web-browser capability enhanced via [KaiOS](#) to run smartphone apps (YouTube, Google maps, Whatsapp, etc)



### Smartphones

Touchscreen, 2 cams, micro-SD; mobile OS, apps, advanced browsing & UI, etc

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# Respond to the learning loss – decision tree

What do you want to do?

“Time is really tight and I want to prepare my students as much as I can but I can’t cover the whole curriculum in its current state. It’s simply too much for the time frame” **(doing less)**

“I’m very keen on teaching my students the whole curriculum because it’s really important and I’m worried if I skip something, this might affect their performance in the exam. Time is limited but students need to be up to the challenge” **(doing same but faster)**

“Now, I’ve noticed that my students still struggle with some parts in the curriculum I taught before the summer break. I’m worried if I just ignored that and continued to teach new parts, this just would add to the problem and they would struggle with both the old and the new content.” **(doing again before doing new)**

# Key terms /definitions

Accelerated learning

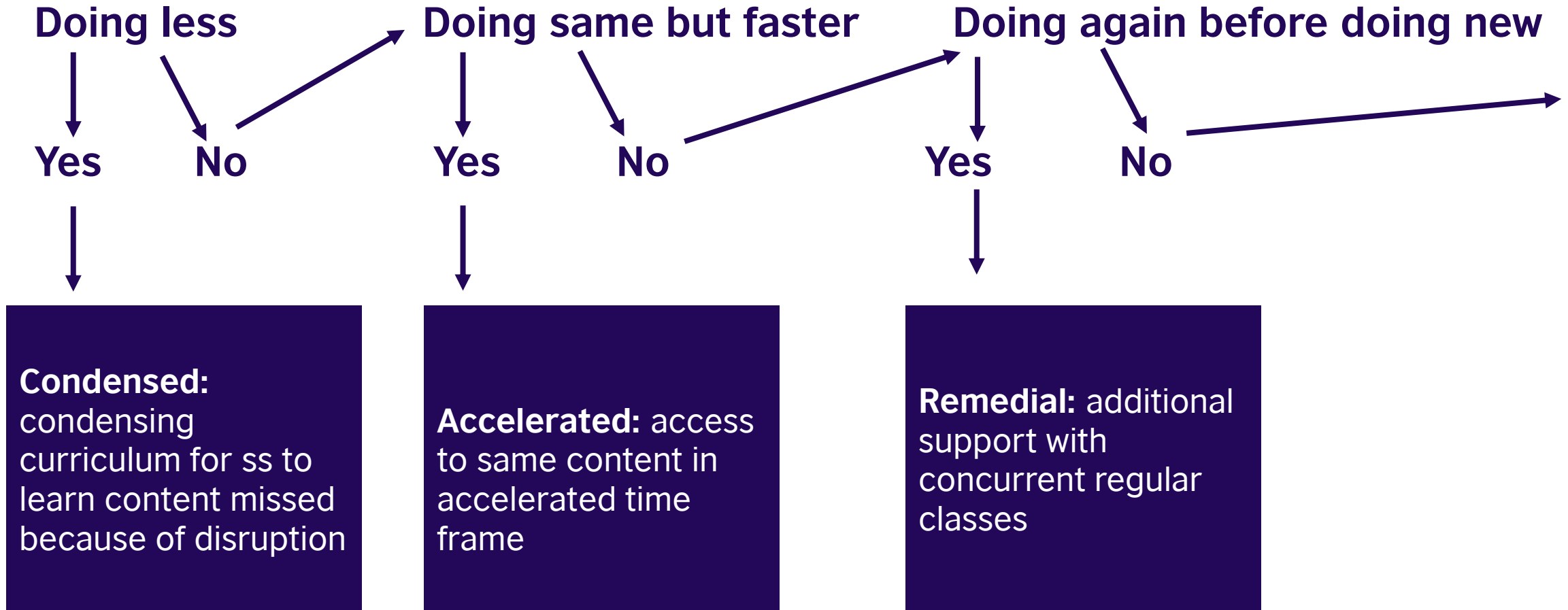
Condensed curriculum

Remedial instruction

Learning outcome/competency

# Respond to the learning loss – decision tree

## What do I want to do?



# Condensed curriculum

A condensed curriculum supports learners' acquisition of **key** knowledge and skills in a **compressed** time frame that may include discontinuous face-to-face instruction.

A condensed curriculum identifies and maps out the **most important** knowledge and skills that learners need so that they can achieve **grade-level proficiency** in a shortened time frame.

To create a condensed curriculum, a standard curriculum is **purposefully modified** to focus on **essential** knowledge and skills



# How does a condensed curriculum help learners both catch up on missed content and continue to progress with grade-level content?

A condensed curriculum does not teach all subject areas faster. Rather, it centres teaching and learning activities on “**priority outcomes**”.

Priority outcomes describe essential skills and knowledge that are **transferrable** across multiple subject areas: reading, writing, mathematics, critical thinking, and problem solving.

Priority outcomes give learners the tools they need for **future, self-directed learning**

# Priority LOs

There are two ways to establish a priority outcome:

1. A priority outcome can be selected from the standard curriculum. The standard curriculum is reviewed. Existing learning outcomes that describe **the application of essential skills and knowledge** are identified as priority outcomes.
2. A priority outcome can be developed by **synthesizing** learning outcomes in the standard curriculum. There may be instances in which a priority outcome is not in the standard curriculum. In this case, a priority outcome can be developed by synthesizing existing learning outcomes. The resulting priority outcome describes the **application of essential skills and knowledge**.


# Planning tips

1. Use clear **criteria** to establish priority outcomes.
2. Determine a learning sequence that focuses instruction on the attainment of priority outcomes and includes **revision** of prerequisite knowledge and skills.
3. Develop a **pacing guide** that includes the suggested number of lessons for each part of the learning sequence
4. Build **social-emotional learning** activities that support the well-being of both teachers and learners into the condensed curriculum.
5. Create sample lesson plans that show **inclusive and engaging** instructional practises that can be used in different settings.

# Planning tips - Hala


Priority outcome: Using present perfect to talk about life experiences in a multi-cultural discussion			
Learning outcomes from Grade 3	Use present perfect in question form to ask about people's life experience  Use present perfect to engage in an oral discussion with people from different cultures	<b>Learning sequence:</b>  Revise: PP in positive form Teach: PP in question form Revise: PP in negative form Teach: PP with high level expressions	<b>Pacing guide:</b>  1 lesson  1 lesson  1 lesson  2 lessons
Pre-requisite skills from Grade 2	Use present perfect in positive and negative form		

# What does the return look like? - Salma



My face to face time with students will be broken and less than usual.

TIME WITH YOUR STUDENTS	YOUR STUDENTS' LEARNING	YOUR TEACHING
My face to face time with students will be broken and less than usual.	My students will have to do more self-directed learning at home.	I will have to think of more homework and tasks that they can do while not in class but which will continue the learning. I have to be very prepared.




My students will return to school with only half coming each day. Meaning students will be one day on and one day off from the classroom. My face to face time with each student will be half what it normally is.

### Fist to Five

- 5** I completely understand (can teach it).
- 4** I mostly understand (can show it).
- 3** I understand pretty well.
- 2** I need more practice and examples.
- 1** I need help.
- 0** I don't understand at all.

## Students Needs Assessment

Name of Student	At risk of not returning?	At risk of not participating in remote learning?	Access to tech?	Special physical accommodations need to be made for in-class activities?	Other accommodations which need to be made for in-class activities? What?
	Yes, father lost his job due to COVID-19	Yes	No	No	Yes, dyslexic

## EXAMPLE:



Grade: 3 (age 9)

Subject: Science

Topic: Water Cycle

Status of the Topic: My students only received an introduction to the topic in person before school closure. I tried to continue learning on it with homework packs, but I can see from returned homework that not all students either completed it or fully understood. I need to check our progress and figure out where to begin.

How many students are in my class?: 60

# Faris

## KWL CHARTS<sup>2</sup>

Before a lesson on a certain topic, students write down / explain (for a specific topic):

- K: What they already KNOW about that topic
- W: What they WANT to learn about that topic

After the lesson, students write down / explain

- L: What new information they LEARNED today about that topic

WHAT DO YOU KNOW  
ABOUT WATER CYCLES?


WHAT DO YOU STILL  
WANT TO LEARN ABOUT  
WATER CYCLES?


WHAT DID YOU LEARN  
ABOUT WATER CYCLES?



# 4 principles of effective practice for catch-up

## Inter-agency Network for Education in Emergency

**Principle 1:** The catch-up programme meets the holistic  of learners whose education was disrupted for several months to approximately a year.

**Principle 2:** The learning environment is physically and emotionally  and emergency prevention, preparedness, and response plans are in place.

**Principle 3:** Instructional time, delivery modality, and examinations are .

**Principle 4:** The catch-up programme effectively uses -centred pedagogy

## **In today's webinar, we've looked at:**

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- ✓ How the Covid situation can help us re-imagine education
- ✓ Advice, principles and toolkits to help build blended learning solutions now
- ✓ & prepare for a post Covid educational world
- ✓ Practical examples on how to help learners catch up

## Useful resources:

UNESCO/McKinsy: <https://globaleducationcoalition.unesco.org/response-toolkit>

World Bank: <https://www.worldbank.org/en/topic/education/brief/joint-initiative-for-continuous-accelerated-learning-in-response-to-covid-19>

<https://pubdocs.worldbank.org/en/925611587160522864/KnowledgePack-COVID19-RemoteLearning-LowResource-EdTech.pdf>

<https://pubdocs.worldbank.org/en/685691598013656403/WorldBank-EdTech-Team-Knowledge-Pack-MobileDistance-HybridEducationSolutions-version2.pdf>

INEE: <https://inee.org/resources/covid-19-pathways-return-learning-guidance-condensing-curriculum>

# Thank you!