WEBINAR SERIES ON LEARNING RECOVERY BEYOND COVID-19

Blended/Hybrid Learning in the Context of School Reopening

9 February 2022 | 11:00-13:00 (GMT+7)
COVID-19 response – hybrid learning

Hybrid learning as a key element in ensuring continued learning

Blended/Hybrid Learning in the Context of School Reopening

9 February 2022

Emma Dorn (McKinsey & Company) & Satoko Yano (UNESCO)
UNESCO and the Global Education Coalition

Global Education Coalition, established in March 2020, is a multi-sector partnership framework to ensure #LearningNeverStops

- **200** Global Education Coalition members are currently planning actions in, or already supporting, 112 countries.
- At least **400 million learners** and **12 million teachers** are benefiting directly or indirectly from Global Education Coalition actions.
- Joint series of knowledge sharing events hosted, including 11 webinars broadcast between May 2020 and February 2021, which reached almost **30,000 individuals** from at least **151 countries**.

**Digital Learning** is at the centre of Global Education Coalition actions, including online platforms, education resources, digitized curricula and assessments.

- **233 projects** have been implemented since the launch of the Global Education Coalition, ranging from standalone actions to comprehensive initiatives.

**Five global surveys** conducted to collect data on education responses to COVID-19 and produce comparative data.

**Four large-scale missions** aimed at:
- equipping 1 million youth with employability skills,
- providing 1 million teachers with remote learning skills,
- helping 1 million learners benefit from remedial learning in STEM, and
- supporting 5 million girls to fulfil their right to education in the 20 countries with the greater gender disparities in education.

**Four large campaigns** launched to ensure learning never stops and protect disadvantaged groups, including the Save our Future campaign, a campaign for teacher protection, the Teacher Task Force (TTF) #InvestInTeachers global campaign, and the Keeping Girls in the Picture campaign.

Innovative responses through **unique partnerships** between multilateral organizations, the private sector, non-profits and civil society, networks and associations, and the news media.

UNESCO, in collaboration with McKinsey and Company
In the context of the Global Education Coalition, UNESCO, in partnership with McKinsey and Company, developed pioneering action toolkits to guide the educational response.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining and continuously improving remote learning measures</td>
<td>Compendium of remote learning solutions, tools, and platforms</td>
<td>Evaluating the tradeoffs to school reopening and reclosing</td>
<td>Identifying students at risk of drop out</td>
</tr>
<tr>
<td>Supporting key stakeholders (students, parents, teachers) for effective use of these solutions</td>
<td>Developing an evaluation framework to help identify which solutions, tools, and platforms are most relevant to the local context</td>
<td>Defining health and safety measures to put in place before and after reopening</td>
<td>Engaging students, parents and communities to ensure all students are back to school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing students to their grad levels and remediate lost learning from school closure and from existing learning gaps</td>
<td>Defining learning approach combining remote and in classroom learning during school reopening and in preparation for potential resurgence</td>
<td>Identifying longer term implications of the crisis</td>
<td>Defining a new architecture to plan, coordinate, manage stakeholders and external partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rethinking the new education system and reforming accordingly</td>
<td>Developing required capabilities for an effective response</td>
</tr>
</tbody>
</table>
Since the beginning of the pandemic, school systems have moved between three models: in-person, remote, and hybrid

---

**The problem**

Following the immediate response and the peak of the virus, schools started opening partially so students could return in person for a partial school day or for a few days a week. Some countries persisted longer in hybrid models (notably US and Canada), whereas others mostly switched between fully in-person and fully remote (many European countries).

**Learning models**

The schools' capacity to offer in-person learning varies according to the local epidemiological scenario and the schools' capacity to deal with it.

E.g., 40% capacity means a school can receive 40% of its total student population at a given time.

---

**Description**

1. **Schools open – in-person model**

   Prior to COVID-19, most schools had a full in-person model as teachers and students interacted full-time in person. Most schools had a traditional variant (i.e., textbook, blackboard teaching) while some had a blended variant (i.e., employed Edtech solutions), and a few were fully virtual (e.g., virtual charter schools in the US).

2. **Schools closed – remote model**

   Most schools closed to mitigate the spread of the virus and switched to a fully remote model with all learning and teacher-student interactions taking place remotely.

3. **Schools partially open – hybrid model**

   Following the immediate response and the peak of the virus, schools started opening partially so students could return in person for a partial school day or for a few days a week. Some countries persisted longer in hybrid models (notably US and Canada), whereas others mostly switched between fully in-person and fully remote (many European countries).
Hybrid learning in response to the pandemic involves a three-step approach supported by continuous monitoring and adjustment.

01 Understand and Envision: Assess the needs and capabilities

- 1A Define guiding principles for hybrid learning strategy
- 1B Assess students’ needs for remote and in-person learning
- 1C Assess the accessibility and effectiveness of current remote learning solutions
- 1D Assess teacher capacity (e.g., ability to return to school or teach remotely)
- 1E Assess availability of physical space for in-person learning
- 1F Assess availability and flexibility of support levers (e.g., transportation, cleaning, and budget)

02 Decide and Design: Determine the hybrid learning model

- 2A Decide whether to distribute capacity evenly or prioritize certain segments
- 2B Decide which grades to prioritize for in-person learning
- 2C Decide whether certain vulnerable groups should be brought back irrespective of grade
- 2D Define hybrid model combination considering school system context
- 2E Decide how to phase in more students over time as epidemiological conditions improve

03 Enable and Execute: Operationalize the hybrid learning method for each grade level

- 3A Decide which subjects should be studied remotely and which ones prioritized for in-person learning
- 3B Determine which learning activities should be prioritized for in-person learning
- 3C Determine optimal distribution of hybrid model across age and subjects
- 3D Organize a shift system that distributes access to in-person learning amongst students (e.g., half days)
- 3E Define the teacher allocation model between learning methods
- 3F Fill capability gaps to enable delivery of quality hybrid learning

04 Monitor and Adjust: evaluate hybrid learning experience

- 4A Monitor key indicators of hybrid learning processes and outcomes
- 4B Set up an adjustment mechanism to continuously adapt the hybrid learning strategy to emerging needs
3B Schools need to decide for each subject which learning activities will be carried out in person

Core learning activities

Ensuring social connection

Communicating new assignments and information

Teaching new concepts

Enabling student practice

Providing formative feedback and coaching

Level of pressure for subject to be studied in person

- High
- Medium high
- Medium
- Medium low
- Low

Level of prioritization for in-person learning

Independent practice

Guided practice

Small group collaboration and class discussion

Experiments

Coaching/office hours

Formal evaluation and feedback

Rationale

In-person interaction fundamental for a student to create social connection with his teacher and peers

Information can be shared as effectively remotely or in person

Teacher explanation can benefit from practical demonstrations

Teacher can see student understanding and readjust teaching

Teacher can immediately react to difficulties and questions

Activity requires a certain rhythm that is easier for the teacher to set with the students in person

Activity might need in-person physical interaction with colleagues

Activity might need physical equipment

- If adaptive software is not available
- Students can contact teachers with their questions

Teacher can ensure academic integrity

- The current remote learning platforms are likely to not be effective in fulfilling every element of the learning value chain
- But it would be unproductive to occupy the scarce in-person learning time with elements of the value chain that are effectively fulfilled remotely
- Schools need to decide which activities for each subject are carried out in person or remotely

1 This learning activity in particular depends on age, it is more important for this element to take place in-person for younger ages
There are several types of possible hybrid learning models

Six types of hybrid models

1. **In-person**
   Students go through the entire learning value chain in person

2. **Homework model (instruction at school, practice at home)**
   Teachers transmit new concepts to a group of students in person, who then complete exercises and assignments remotely.

3. **Flipped classroom (instruction at home, practice at school)**
   Students learn about new concepts remotely and then complete their exercises and assignments and review them in person with the teacher.

4. **Synchronous live (with one group in person and one remote simultaneously)**
   Teachers have a full normal class with a group of students in person while another group follows remotely through video conferencing (VC).

5. **Asynchronous hybrid (mix of learning activities at school and at home)**
   Hybrid of flipped classroom and homework model in which the remote element is asynchronous. Teachers provide instruction, practice and feedback at school then provide asynchronous platform for students to do the same at home which is then reviewed again in the classroom.

6. **Remote**
   Students go through the entire learning value chain remotely.
3B ... which distribute remote and in-person learning methods across the learning activities differently ...

Extreme types of hybrid models

<table>
<thead>
<tr>
<th>Learning activities</th>
<th>Communicating new assignments and information to students and parents</th>
<th>Teaching new concepts</th>
<th>Enabling student practice</th>
<th>Providing formative feedback and coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flipped classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synchronous with one group in person and one remote simultaneously</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asynchronous hybrid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remote</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which learning method is used for each activity?

- Remote learning methods
- In-person learning methods

Learning activities: Remote, In-person, Homework model, Flipped classroom, Synchronous with one group in person and one remote simultaneously, Asynchronous hybrid, Remote.

Learning experience types: In-person, Homework model, Flipped classroom, Synchronous with one group in person and one remote simultaneously, Asynchronous hybrid, Remote.
### Models

<table>
<thead>
<tr>
<th>Models</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In-person: • Traditional learning method students are most familiar with</td>
<td>• Due to physical distancing measures, there is a limited capacity to offer to students</td>
</tr>
<tr>
<td></td>
<td>• Facilitates teacher interaction and peer collaboration</td>
<td>• Higher risk of spreading the virus from longer physical interactions</td>
</tr>
<tr>
<td>2</td>
<td>Homework model: • Teachers can focus on what is happening in the classroom</td>
<td>• Students and parents cannot review instruction (as it happened live) which make it</td>
</tr>
<tr>
<td></td>
<td>• Remote and in-person learning are integrated</td>
<td>difficult to complete exercises</td>
</tr>
<tr>
<td></td>
<td>• Students can ask questions during instruction phase and benefit from other students'</td>
<td>• School is only used for instruction and has no social function</td>
</tr>
<tr>
<td></td>
<td>questions</td>
<td>• Teachers do not know how students did in their practices and as a result cannot adapt</td>
</tr>
<tr>
<td></td>
<td>• Teachers can observe if instruction have been understood and offer additional instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as needed</td>
<td>• Requires support of the parents for initial instruction</td>
</tr>
<tr>
<td></td>
<td>• Students and parents can view and review instruction at home at their own pace</td>
<td>• Students can forget previous day instruction by the time they need to complete the</td>
</tr>
<tr>
<td></td>
<td>• Possible to focus in-person time to do practical activities with groups of students</td>
<td>respective exercises</td>
</tr>
<tr>
<td>3</td>
<td>Flipped classroom: • Class does not have to be split</td>
<td>• Teacher cannot see the students at home or students see each other</td>
</tr>
<tr>
<td></td>
<td>• Teachers work synchronously with all students and do not split time</td>
<td>• Students cannot review instruction</td>
</tr>
<tr>
<td></td>
<td>• Teacher accompanies students through all core learning activities</td>
<td>• Difficult for remote students to follow</td>
</tr>
<tr>
<td></td>
<td>• Students can complement all in-person learning with self-pace learning remotely</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Coherent learning experience</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Synchronous with video-conference: • High investment from the virus</td>
<td>• Students do not benefit from socialization and interaction at school</td>
</tr>
<tr>
<td></td>
<td>• Enables deployment of certain specialized software</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Asynchronous hybrid: • Not effective for specific ages and subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can require demanding requirements for advanced solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students do not benefit from socialization and interaction at school</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Remote: • Highest safety from the virus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enables deployment of certain specialized software</td>
<td></td>
</tr>
</tbody>
</table>
Headwinds and tailwinds as we look to the future of “hybrid” or “blended” learning

“Personalized blended learning” pre-existed COVID, with early evidence of improved student outcomes

7-31 pp Improvement in math
6-17 pp Improvement in reading

Pre-COVID technology was not delivering promised results at scale

Students using tablets are on average half a year behind those who do not

Highest PISA scores are associated with ZERO minutes on devices in classrooms in every region apart from North America

Education technology uptake pre-COVID; accelerated by the pandemic

51% Internet penetration globally (2019)
45% Of population in emerging countries own a smartphone (2018)
87% Surveyed teachers report their ability to use Edtech has improved (US)

Early indications suggest COVID-related remote learning has led to significant learning loss

Learning poverty could increase from 53 percent to 70 percent in LMICs

Students in the US are 4 months behind in math and 3 months behind in reading, with widening inequalities

Over 1/3 of parents are very or extremely worried about their child’s mental health and social-emotional wellbeing

Promise of technology in extending access and improving quality

1 Across ~5,000 K-12 students in 23 public charter schools in the United States; Outperformance of peers in percentile points

SOURCE: Source: Clayton Christensen Institute, RAND, WB/UNESCO/UNICEF
Where to learn more

Download the full toolkit here:
https://unesdoc.unesco.org/ark:/48223(pf0000373767

More resources from UNESCO:

Connecting Learning Spaces: Possibilities for Hybrid Learning (2021)
Published by Broadband Commission (ITU and UNESCO)

Report on blended education and education poverty (2021)
Published in preparation for the 2021 G20 Education Ministers’ Meeting on behalf of G2 Education Working Group
School Maturity and Readiness for Technology-based Education (SMARTE)

February 2022
School Maturity and Readiness for Technology-based Education (SMARTE)

**What?** A practical, customizable tool for schools around the world to self-assess and provide guidance on digital learning readiness. It is intended to be adapted to suit local contexts.

**Why?** Nationally, to help move from ‘planning/policy’ to ‘implementation’. At school-level, to identify critical gaps and key priorities and provide guidance on the next steps for schools to effectively implement digital & blended learning.
EdTech Hub is a global research partnership.

Our goal is to empower people by giving them the evidence they need to make decisions about technology in education.
Work to-date
Scan of existing resources

While there are a number of school digital readiness resources available, there is a gap when it comes to guidances specifically for LMICs - especially for the school level.

Examples:

- SELFIE (European Commission)
- ETRI (World Bank)
## Taxonomy mapping and components

Based on initial components developed by UNICEF colleagues and a resource scan, the Hub team drafted a taxonomy for school digital learning readiness and draft questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Infrastructure &amp; connectivity</td>
</tr>
<tr>
<td>2.</td>
<td>Professional development and support for school leadership</td>
</tr>
<tr>
<td>3.</td>
<td>Professional development and support for teachers</td>
</tr>
<tr>
<td>4.</td>
<td>Student digital skills and attitudes towards ICTs</td>
</tr>
<tr>
<td>5.</td>
<td>Digital resources, curriculum and lesson plans</td>
</tr>
<tr>
<td>6.</td>
<td>School management, administration and monitoring</td>
</tr>
<tr>
<td>7.</td>
<td>Digital assessment (formative and summative)</td>
</tr>
<tr>
<td>8.</td>
<td>Distance learning during school closures</td>
</tr>
<tr>
<td>9.</td>
<td>Digital devices and low tech solutions (e.g. mobile, TV-based)</td>
</tr>
<tr>
<td>10.</td>
<td>Community engagement</td>
</tr>
<tr>
<td>11.</td>
<td>National or regional level linkages</td>
</tr>
<tr>
<td>12.</td>
<td>Costs and budgeting</td>
</tr>
</tbody>
</table>

**Cross-cutting theme:** Equity
Refining and contextualising the tool

Workshops with UNICEF offices and Ministries of Education across South Asia helped refine the tool to ensure that:

- The tool is comprehensive and takes into account the diversity of contexts and schools across different countries
- Reflect on the format of the tool, how it will be used, and explore options for piloting
What’s next?

Region-wide kick-off meeting

Dec 2021

country offices to
1) understand context
2) identify areas for further

Jan - Feb 2022

new iteration based on feedback

March 2022

refine the school readiness checklist in partnership with several MoEs

Apr 2022 onwards

Workshops with country offices to
1) understand context
2) identify areas for further collaboration

Develop new iteration based on feedback sessions
What resources or advice can you share for schools implementing digital & blended learning?
Question & Answer
Blended/Hybrid Learning in the Context of School Reopening
Country presentation: Mongolia

Presenter: Kh.Otgonbaatar (National Institute for Educational Research, Mongolia)
During the 2019-2020 school year, total of 75 school days, equivalent to 47% of the entire school year teaching and learning activities were conducted through distance education modality.

For the 2020-2021 school year, total of 110 school days, equivalent to 68% of the entire school year teaching and learning activities was conducted through distance education modality.

As it was reported on September 15, 2021:
- blended learning approach: 50% of the schools
- classroom basis: 30% of the schools
- online or distance learning: 15% of the schools

As for October 15, 2021:
- blended learning: 57% of the schools
- classroom basis: 43% of the schools
Digital tools and resources

**Audio lessons**
- 30 radio and audio lessons for pre-school and primary grade students (UNICEF)

**TV lessons**
- 117 TV lessons for Grade 12 students
- 162 TV lesson for children with special educational needs
- 193 TV lessons for lifelong education

**E-content**
- 50 e-content for primary and lower secondary grade students

**E-lessons**
- 2775 e-lessons for Grade 10, 11 & 12.

**Interactive lessons**
- 104 interactive lessons for primary, lower secondary grade students.

**E-content for a block of classroom activities (40-45 minutes)**
- 131 e-content for a block of classroom activities (uploaded to online platform)

**Digital tools and resources**
- 608 printer’s sheet of work sheets to support students’ independent learning (primary to upper secondary grades)
**Flexible learning model:**
Tend to be classroom oriented meanwhile students are required to be equipped with digital devices; time & schedule is more flexible; self-regulated learning.

**Flipped learning approach:**
Students study TV lessons or e-content independently through distance modality and strengthened it by teacher’s instruction later.

**Enriched virtual model** – Fixed days to join classroom learning; online learning for the remaining days of the week.
5/9 strategy of Blended learning

<table>
<thead>
<tr>
<th>Mo</th>
<th>Tu</th>
<th>We</th>
<th>Thu</th>
<th>Fr</th>
<th>Sa</th>
<th>Su</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Classroom</td>
<td>Classroom</td>
<td>Classroom</td>
<td>Classroom</td>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Online</td>
<td>Online</td>
<td>Online</td>
<td>Online</td>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

- Starting from 2021-2022 school year, **5/9 strategy** was introduced and applied to schooling due to the next wave of COVID-19.
- According to **5/9 strategy**, a class of students are divided into 2 groups, which take turns to be taught online basis for 1 week and classroom basis for 1 week.
During the blended 5/9 modality, how many students were infected with COVID-19 in average?

Probability of no chance of spreading COVID-19 is more than 80%
5/9 strategy of Blended learning

- **Group A**: 20 students
  - Classroom based: 4-5 blocks
- **Group B**: 20 students
  - Online based: 40-60 minutes
- **Blended learning**
  - Teaching instruction
  - Independent learning activities (Workbooks): 30 minutes
  - Remote learning (TV lessons and workbooks): 30 minutes for primary grades, 90 minutes for lower and upper secondary
Concluding note

Besides the negative impacts of COVID-19, it pushes education to start or speed up the digital transmission.

Particularly, during the challenging times, what we have already gained is:

- Open education resources: digital tools (tele and audio lessons; interactive and e-content; online lessons)
- Improved skill to use ICT tools among teachers.

Meanwhile what we have learnt is:

- Shift in teaching strategies and learning styles (self-regulated and independent learning skill should be included in further curriculum development).
- Need of online learning policy in general education schools.
- To be prepared and maintain the continuity of education in next “new normal” in collaborative ways.
- To build and encourage blended and hybrid learning environment in collaborating with donor organizations (UNICEF; ADB; WB) and other stakeholders (domestic professional organizations and NGOs).
- Youth’s physical and mental well-being should be concerned when the digital learning tools are applied to teaching and learning activities.
Challenges

For students:

- Lack of support from parents and family members during the online learning
- Digital divide (inequality in access to the internet and ICT)
- Increased screen dependency, decreased motivation towards learning, poor learning habit and social and emotional development
- Children from herding families tend to lag behind
- School drop out tends to increase (nearly 2000 students in the selected sample; 72% of males)
- Students have been impacted by learning losses.
- Increased challenges to the ethnic minority students and students with special educational needs.

For teachers and schools:

- Teachers are not equipped with adequate equipment and devices.
- Poor internet connection in remote schools.
- Teachers’ working load doubled when teaching and learning activities were conducted through blended learning approach.
- Lack of conceptual and methodological knowledge and experience to conduct teaching and learning activities through blended learning approach.
- No meaningful or appropriate schooling environment was formed to conduct teaching and learning activities through blended and hybrid learning approach.

Source: Institute for Teacher’s Professional Development, 2021; National Institute of Educational Research, Mongolia, 2021; Education Evaluation Center, 2021
Thank you very much for your attention
How Thailand supports students’ Learning recovery Beyond pandemic

Dr. Panthep Larpjesorn
Office of the Education Council
COVID-19 virus has been challenging every sectors for almost two years.

Most of schools has been closing and classroom are now online.
Model of Basic Education Learning in Thailand during COVID-19 Pandemic

Learning in the Pandemic

# STAY AT HOME

On Site  
On Air  
On Demand  
On Line  
On Hand

At school  
At home  
At home  
At home  
At home

Social distancing  
from DLTV  
from DLTV / Youtube School’s Webpage  
Zoom / Webex / Ms TEAM / Line Meeting / Facebook Live / Google Meet  
Do worksheet Homework

www.moe.go.th 319 Chantharakasem Palace Ratchadamnoen Nok Road Dusit District Bangkok 10300
Online learning issues during outbreak

- Student dropout
- Learning Loss condition
- Stress and mental health problems
- Teacher’s extreme workload
- Expense and living issues
- Educational inequality
Working Framework: Area based Model (Samutsakorn)

Teacher: Student Ratio
1:30

On-line learning
Practicum Workshop
Peer counseling
Worksheets/Teaching Materials
Micro Learning for Teachers

Pedagogy
Content
Technology

Content
Pedagogy
Technology

Learning Modes

Students development
- Foundational Literacies
- Numeracy Skills
- Physical and well-being (mental health)

Remote Learning
Personalized Learning Box
Individual Learning

Regular STD
Children with Disability

Micro Learning for students
Micro Learning

Parents
Community Volunteers
Localization of Mission Recovery to Thailand context

1. All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial well-being, and other needs

2. All children receive support to catch up on lost learning

3. All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching

3. ป่ายามาสำคัญ

1. เด็กและเยาวชนทุกคนได้ไปเรียนกลับเนื่องจากที่โรงเรียนและได้รับการสนับสนุนที่มีประสิทธิภาพในการปรับกับความเพิ่มเติมที่เกิดขึ้นหลังจากการระบาด

2. เด็กและเยาวชนทุกคนได้รับการสนับสนุนในการเจริญเติบโตอย่างเหมาะสมในการเรียนรู้ตลอดเวลา

3. ครูทุกคนเข้าใจวิธีการสอนและความพร้อมในการสนับสนุนที่อาจเกิดขึ้นจากการระบาด พร้อมที่จะสนับสนุนเด็กและเยาวชนไปผ่านการระบาด
Post-COVID commitment

➢ Bring students back to school
   (Returning Children to School Project)

➢ Recover student from learning loss

➢ Reform education systems and promote life-long learning
Thanks for your attention
Bangladesh COVID-19 Education Response, Reopening and Blended Learning

Professor Dr. AQM Shafiul Azam
Director (Planning & Development),
Directorate of Secondary and Higher Education, Ministry of Education
9 February 2022
COVID-19 Scenario

1. Educational Institutions forced to remain closed for an indefinite time
2. Teachers and students are at home due to covid-19
3. Hampering regular academic activities
4. Learning loss/learning gap is increasing
5. Dropout rate maybe increased after reopening institutions
• All schools were shut down due to Covid-19 outbreak on **18 March 2020**
• 1<sup>st</sup> TV based RL on **29 March 2020**
• School Reopened **on 12 Sept 2021**
• Again school closed **on 21 January 2022**
• School closure extended until **20 Feb 2022**
Education Continuation Initiatives in COVID-19

Learning from Home: Remote Classes through Television, Radio, Online & Social Media

- **TV Class**: 2500+
- **Digital Class**: 200+ Thousands
- **Teachers**: 11,500
- **Total Reach**: 35 Million+
Remote Learning Modalities Matrix

Independent learning* → Teacher-guided

Low & no tech, offline
- Main focus for reaching disadvantaged children and youth

1. Printed materials, books
2. Radio (Interactive Radio)
3. TV (Interactive TV)

HIGH TECH, ONLINE

4. Home visits
5. Calls
   - Interactive Voice Response (IVR)
6. SMS
   - Interactive SMS (RapidPro)
7. eBooks & audio books
8. Feature phone apps
9. Other apps/platforms
10. Social messaging apps
11. Video conferencing
12. Digital classrooms

*Ideally supported by parents/caregivers
Challenges with Ad-hoc Initiatives

- Reaching the whole Students Population
- Reaching Younger Children
- Low Tech Environment in the Education Sector
- Resource Constrains
- Monitoring and Assessment of Remote Learning Initiatives
Impact of COVID-19 in Education System

• Learning Loss due to Discontinuation
• Increasing Risk to Learning Outcomes and Assessment
• Inequality in Learning
• Increase in Dropout Rate in more Out-of-School Children
• Teacher Engagement and Development
• Health and Nutrition of School Children
• Increased Risk of Hygiene Issues
• Gendered Impact of School Closures
• Impact on Children in Rural Areas and form the Poorest Households
• Impact on Children with Disabilities
• Safety and Psychosocial Issues
• Disruption and Uncertainty Around Non-formal Education
• Increase in Youth Unemployment
Response Plan to Recover and Transform Education Sector to be a Responsive and Resilient System

• Aim:
  • minimize learning loss and ensure boys and girls, including the most vulnerable groups such as adolescent girls and boys, refugee learners, and children with disabilities, are protected during the emergency response and the system is strengthened as a result of the lessons learned from the COVID-19 response.

• Proposed Strategy:
  • A three-phased plan to address the challenges has been conceptualized.
Focus of Three Phase Response Plan

• The approach is built around three broad expected results, organized for the short-, medium- and long-term, and focused on the following
  • Children’s safety and learning continuity;
  • Readiness and support for recovery and re-opening in the post-emergency period; and,
  • Building system resilience through learning from the COVID-19 response and sustaining good practices.
**Short-term**
This first immediate phase will focus on the shutdown period to minimize learning loss as far as possible and promoting awareness for students’ safety through

- Maximizing content availability and reach through four platforms
- Proactive messaging to parents and students to minimize potential drop-out
- Raising awareness on health and safety issues
- Capacity building of teachers and education officials’ through remote learning
- Using remote services for coordination.

**Medium-term**
This phase will focus on the immediate post-pandemic recovery to ensure swift transition to regular school routine through

- Assessing the readiness
- Developing and implementing a phase wise school re-opening plan
- Ensuring health, safety, hygiene and school cleanliness
- Strengthening monitoring systems and tracking and bringing children back to school to prevent dropout
- Assessing student learning status and their mental health
- Ensuring smooth transition support for teachers
- Deploying financial and non-financial incentives
- Revamping the school feeding program
- Reviewing and updating of the Syllabus and high-stakes examinations / procedures

**Long-term**
This phase will focus on building system resilience and readiness for future recurrence of the outbreak of similar situations and natural calamities, as well as building on technology supported learning modalities put in place, through

- Developing a Crisis Response and Recovery Plan with Standard Operating Procedures
- Integrating Remote Learning into regular school education through a blended learning approach
- Developing a sustainability mechanism for Remote Learning Platform
- Developing low cost Learning Packages
- Developing a sustainability mechanism for remote teacher professional development
- Developing an online learning assessment system
- Developing a Health tracking System

শিক্ষা মন্ত্রণালয়
Blended Learning is the Key

The Big Shake - The Big Shift

Reimagine Blended Learning, Assessment, Teachers’ Role
Making Sense of Blended Learning

**KEY ELEMENTS:**

**Teaching-Learning Practice**
- Prepare learners for the future with 21st century problem-solving skills through synchronous and asynchronous interactions

**Content & Resources**
- Accessible, affordable, reusable, interactive, and personalized educational contents and resources for all.

**Assessment (Formative/Continuous)**
- Real-time, performance based formative assessment through use of AI-driven tools

**Teacher’s Capacity Development**
- Blended & personalized Continuous Professional Development opportunities to prepare for Education 4.0

**Inclusive Infrastructure:**
- Digital friendly physical environments
- Open, inclusive, and accessible learning spaces for all

**ENABLING FACTORS**

**Policy**
- Comprehensive and practitioner-driven policy

**Management**
- Real-time and data driven monitoring and mentoring

**Partnership**
- Public-private-people partnership
What Is Blended Learning?

Structured opportunities to learn which use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation), different delivery methods (face-to-face or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group/social learning). More commonly, blended learning refers to a combination of face-to-face teaching and technologies. (Adapted from: Seel 2012). It involves changing traditional schooling methods and organization by taking advantage of the new technologies.

Thank You
Question & Answer
WEBINAR SERIES ON LEARNING RECOVERY BEYOND COVID-19

Blended/Hybrid Learning in the Context of School Reopening

THANK YOU