

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)





In support of  
**COVID-19**  
Global Education Coalition  
Launched by UNESCO



# 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)**



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# 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**



**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



**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

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



## 1. Remote learning strategy

Defining and continuously improving remote learning measures

Supporting key stakeholders (students, parents, teachers) for effective use of these solutions

Monitoring and quality assurance



## 2. Remote learning platforms

Compendium of remote learning solutions, tools, and platforms

Developing an evaluation framework to help identify which solutions, tools, and platforms are most relevant to the local context



## 3. Health, safety and resurgence protocols

Evaluating the tradeoffs to school reopening and reclosing

Defining health and safety measures to put in place before and after reopening



## 4. Re-enrolment

Identifying students at risk of drop out

Engaging students, parents and communities to ensure all students are back to school



## 5. Remediation

Bringing students to their grad levels and remediate lost learning from school closure and from existing learning gaps



## 6. Hybrid learning

Defining learning approach combining remote and in classroom learning during school reopening and in preparation for potential resurgence



## 7. Recommitment and reform

Identifying longer term implications of the crisis

Rethinking the new education system and reforming accordingly



## 8. Organizing for the response

Defining a new architecture to plan, coordinate, manage stakeholders and external partnerships

Developing required capabilities for an effective response

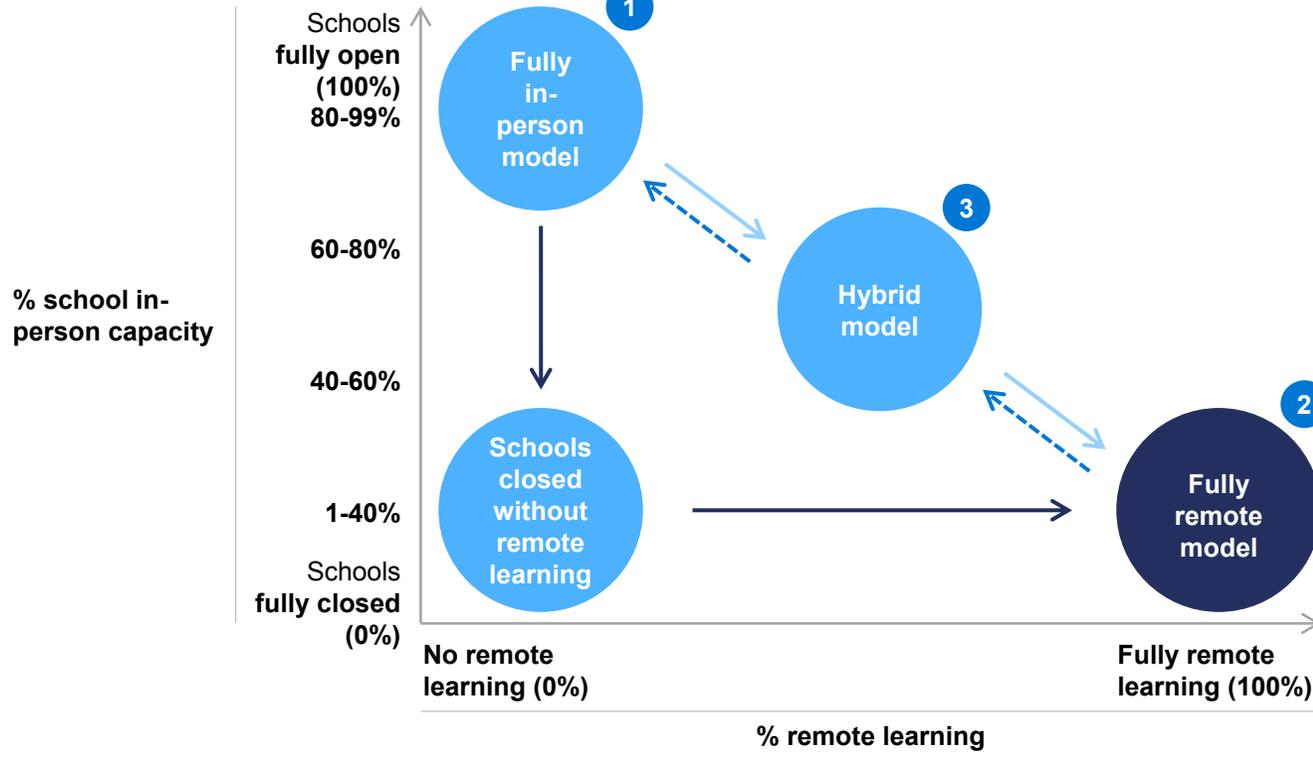
# Since the beginning of the pandemic, school systems have moved between three models: in-person, remote, and hybrid

→ Potential effect of virus resurgence → Effect of school closure → Effect of school re-opening

## 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



The degree of remote learning schools offer means how much time of the student's learning is pursued through remote tools, .e.g., 40% remote learning means that of all **student learning time** 40% is done through **remote methods**

## 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

[CLICK EACH TOPIC TO VIEW CONTENT](#)

## 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

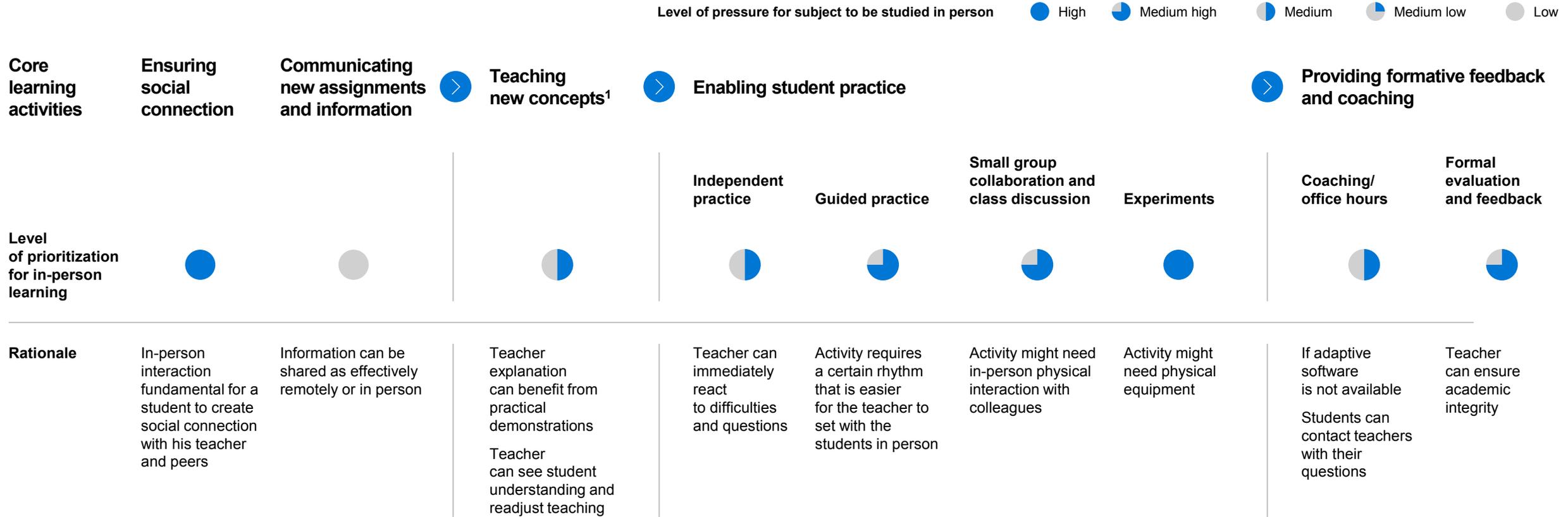
- > **4A** Monitor key indicators of hybrid learning processes and outcomes
- > **4B** Set up an **adjustment mechanism** to continuously adapt the hybrid learning strategy to emerging needs



HOW CAN THIS CHAPTER BE USED?

# 3B Schools need to decide for each subject which learning activities will be carried out in person

ILLUSTRATIVE



- 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

<sup>1</sup> This learning activity in particular depends on age, it is more important for this element to take place in-person for younger ages

## 3B There are several types of possible hybrid learning models

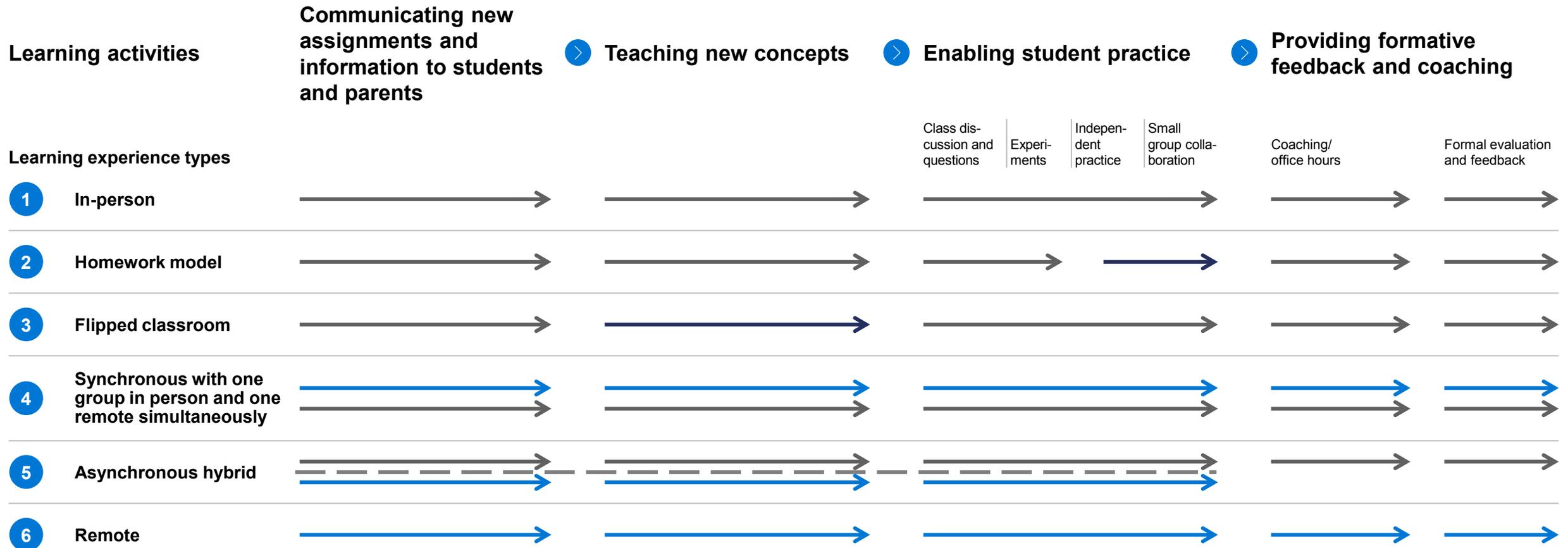
### Six types of hybrid models

- 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

Which learning method is used for each activity? → Remote learning methods → In-person learning methods



## 3B ... each with their own pros and cons

### Models

### Pros

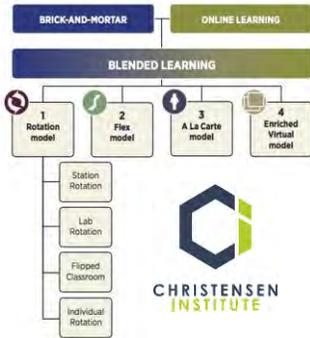
### Cons

<b>1</b> In-person	<ul style="list-style-type: none"> <li>Traditional learning method students are most familiar with</li> <li>Facilitates teacher interaction and peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Due to physical distancing measures, there is a limited capacity to offer to students</li> <li>Higher risk of spreading the virus from longer physical interactions</li> </ul>
<b>2</b> Homework model	<ul style="list-style-type: none"> <li>Teachers can focus on what is happening in the classroom</li> <li>Remote and in-person learning are integrated</li> <li>Students can ask questions during instruction phase and benefit from other students' questions</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents cannot review instruction (as it happened live) which can make it difficult to complete exercises</li> <li>School is only used for instruction and has no social function</li> <li>Teachers do not know how students did in their practices and as a result cannot adapt teaching</li> </ul>
<b>3</b> Flipped classroom	<ul style="list-style-type: none"> <li>Teachers can observe if instruction have been understood and offer additional instruction as needed</li> <li>Students and parents can view and review instruction at home at their own pace</li> <li>Possible to focus in-person time to do practical activities with groups of students</li> </ul>	<ul style="list-style-type: none"> <li>Requires support of the parents for initial instruction</li> <li>Students can forget previous day instruction by the time they need to complete the respective exercises</li> </ul>
<b>4</b> Synchronous with video-conference	<ul style="list-style-type: none"> <li>Class does not have to be split</li> <li>Teachers work synchronously with all students and do not split time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher cannot see the students at home or students see each other</li> <li>Students cannot review instruction</li> <li>Difficult for remote students to follow</li> </ul>
<b>5</b> Asynchronous hybrid	<ul style="list-style-type: none"> <li>Teacher accompanies students through all core learning activities</li> <li>Students can complement all in-person learning with self-pace learning remotely</li> <li>Coherent learning experience</li> </ul>	<ul style="list-style-type: none"> <li>High investment from the teacher and availability of remote resources are required for students to be able to continue learning remotely</li> <li>Requires support from parents for remote learning activities in order to be effective</li> </ul>
<b>6</b> Remote	<ul style="list-style-type: none"> <li>Highest safety from the virus</li> <li>Enables deployment of certain specialized software</li> </ul>	<ul style="list-style-type: none"> <li>Not effective for specific ages and subjects</li> <li>Can require demanding requirements for advanced solutions</li> <li>Students do not benefit from socialization and interaction at school</li> </ul>

# 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<sup>1</sup>

**6-17 pp** Improvement in reading<sup>1</sup>



Education technology uptake pre-COVID; accelerated by the pandemic

**51%** Internet penetration globally (2019)

**45%** Of population in emerging countries own a smartphone (2018)

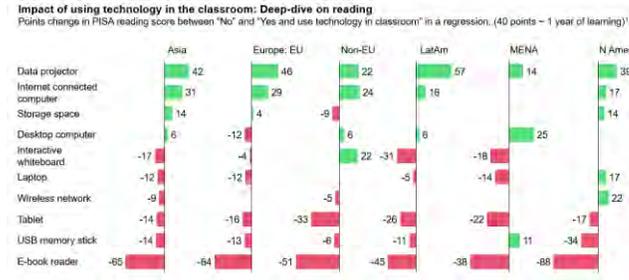
**87%** Surveyed teachers report their ability to use Edtech has improved (US)



Promise of technology in extending access and improving quality



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



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**

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

SOURCE: Source: Clayton Christianson 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

# EdTech Hub

Clear evidence, better decisions, more learning.

# School Maturity and Readiness for Technology-based Education (SMARTe)

February 2022

@GlobalEdTechHub edtechhub.org

www.

unicef   
for every child

  
ukaid  
from the British people

  
THE WORLD BANK

# School Maturity and Readiness for Technology-based Education (SMARTER)

**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.

1. Infrastructure & connectivity

2. Professional development and support for school leadership

3. Professional development and support for teachers

4. Student digital skills and attitudes towards ICTs

5. Digital resources, curriculum and lesson plans

6. School management, administration and monitoring

7. Digital assessment (formative and summative)

8. Distance learning during school closures

9. Digital devices and low tech solutions (e.g. mobile, TV-based)

10. Community engagement

11. National or regional level linkages

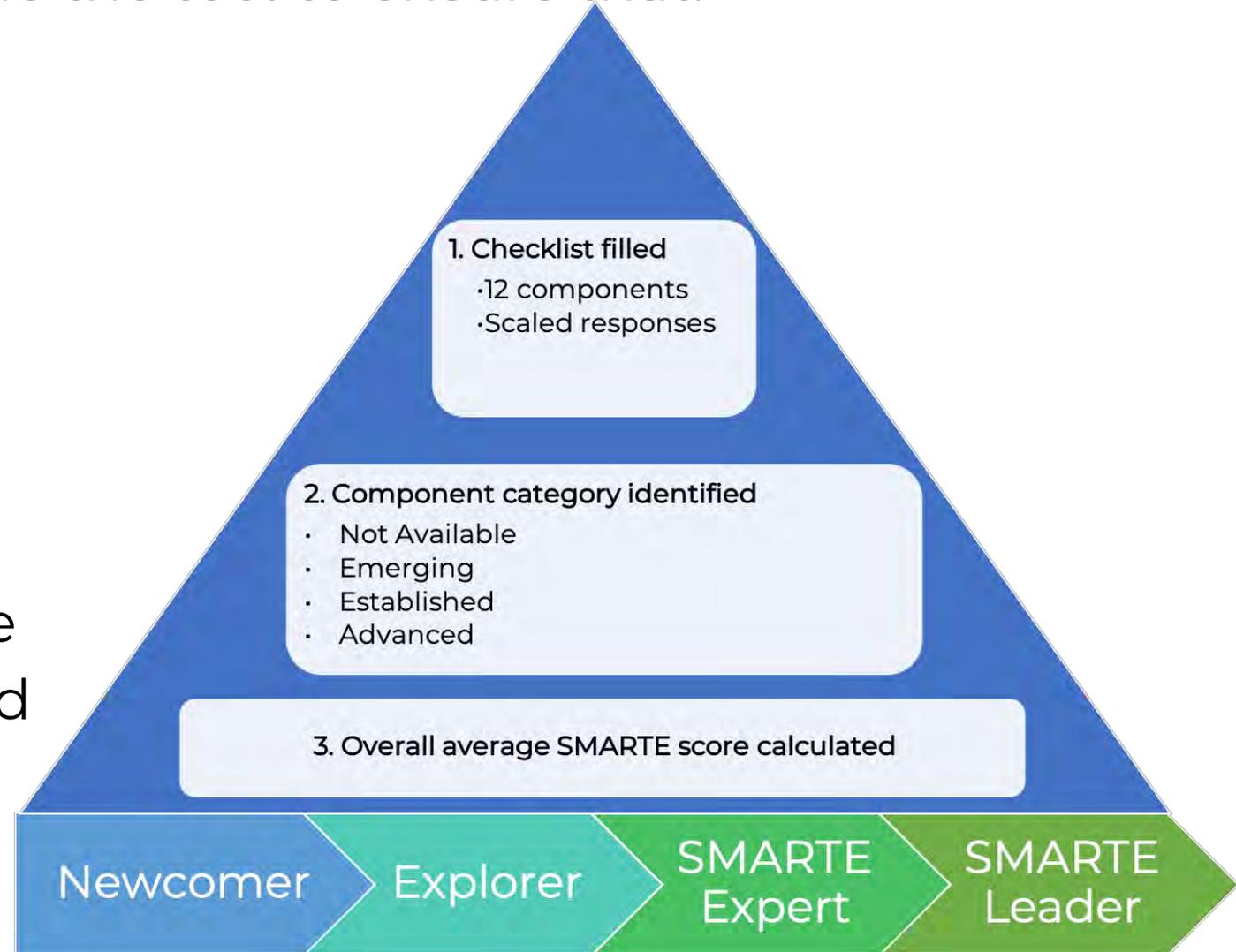
12. Costs and budgeting

Cross-cutting theme: Equity

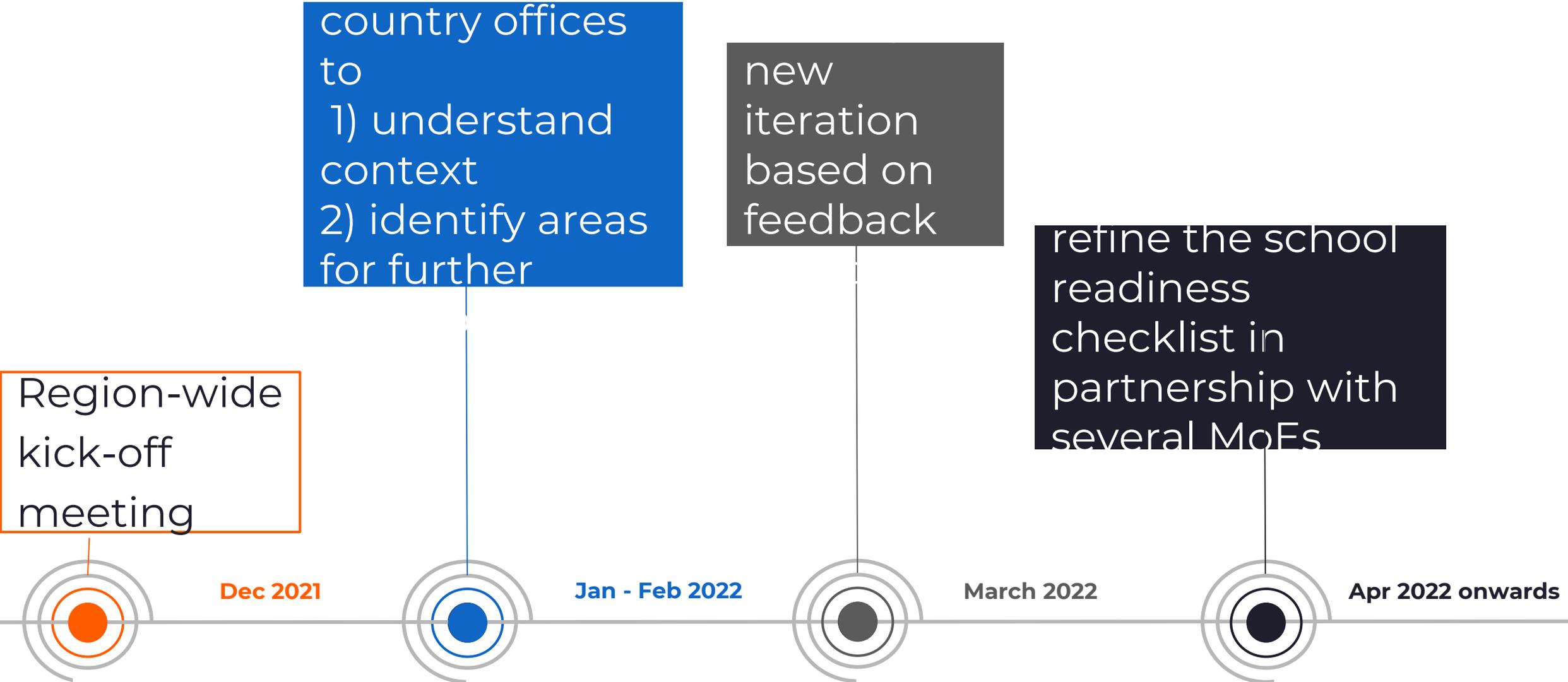
# Refining and contextualising the tool

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?



slido



**What resources or advice can you share for schools implementing digital & blended learning?**

① Start presenting to display the poll results on this slide.

# Question & Answer





МОНГОЛ УЛСЫН  
ЗАСГИЙН ГАЗАР

БОЛОВСРОЛ,  
ШИНЖЛЭХ УХААНЫ ЯАМ



БОЛОВСРОЛЫН  
ХҮРЭЭЛЭН

Blended/Hybrid Learning in the Context of School  
Reopening  
Country presentation: Mongolia

**Presenter: Kh.Otgonbaatar (National Institute for Educational Research, Mongolia)**





# 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



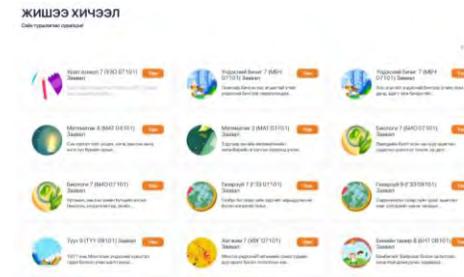
E-lessons

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



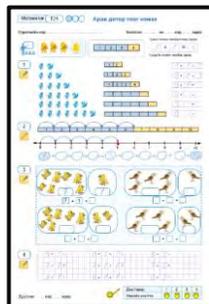
Interactive lessons

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



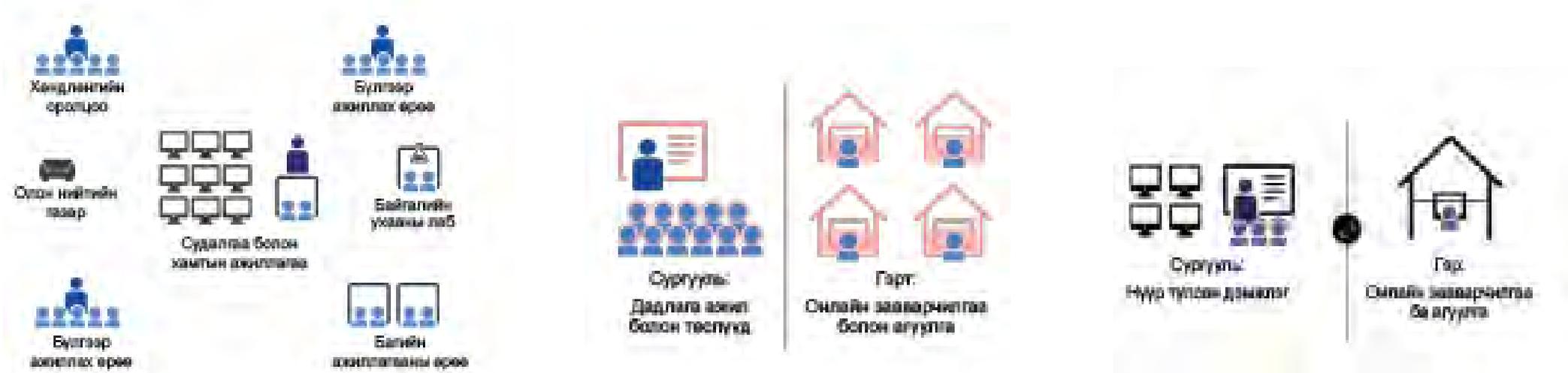
**E-content for a block of classroom activities (40-45 minutes)**

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



**608** printer's sheet of work sheets to support students' independent learning (primary to upper secondary grades)

# Practices and approaches to conduct teaching & learning activities



## **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.

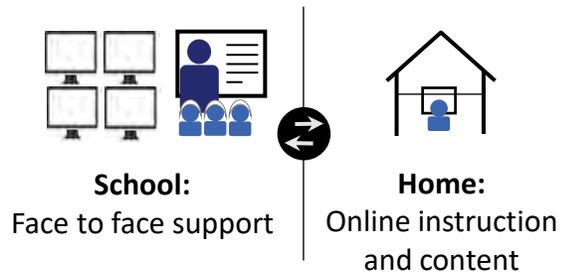
## **Flipped learning approach:**

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



Mo	Tu	We	Thu	Fr	Sa	Su
<b>Classroom</b>  <span style="color: red; font-weight: bold;">1</span>	<b>Classroom</b>  <span style="color: red; font-weight: bold;">2</span>	<b>Classroom</b>  <span style="color: red; font-weight: bold;">3</span>	<b>Classroom</b>  <span style="color: red; font-weight: bold;">4</span>	<b>Classroom</b>  <span style="color: red; font-weight: bold;">5</span>		
<b>Online</b>  <span style="color: green; font-weight: bold;">3</span>	<b>Online</b>  <span style="color: green; font-weight: bold;">4</span>	<b>Online</b>  <span style="color: green; font-weight: bold;">5</span>	<b>Online</b>  <span style="color: green; font-weight: bold;">6</span>	<b>Online</b>  <span style="color: green; font-weight: bold;">7</span>		
					<span style="color: orange; font-weight: bold;">1</span>	<span style="color: orange; font-weight: bold;">2</span>
					<span style="color: orange; font-weight: bold;">8</span>	<span style="color: orange; font-weight: bold;">9</span>

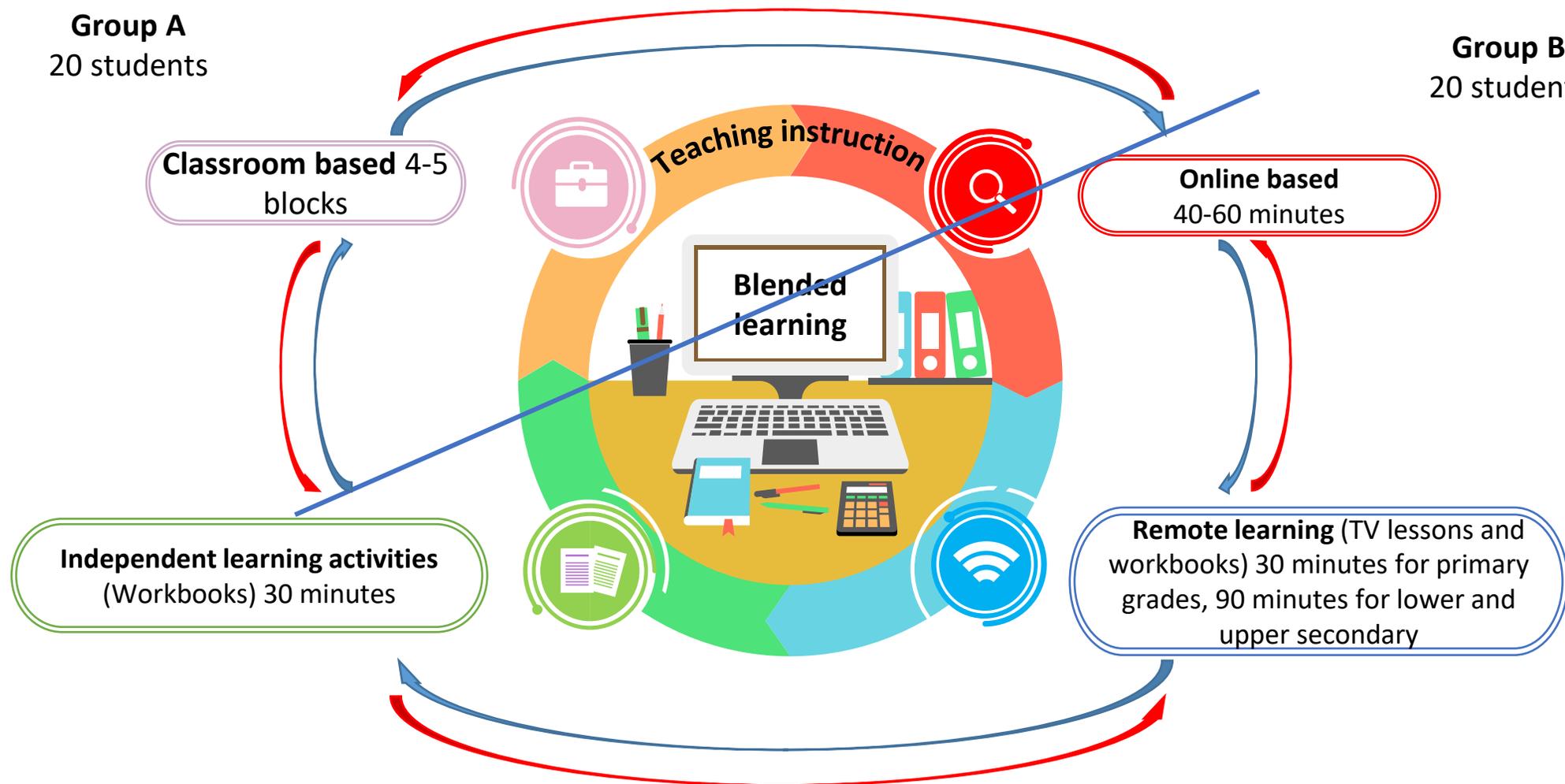
- Starting from 2021-2022 school year, **5/9 strategy** was introduced and applied to schooling due to the next wave of COVID-19.
- According to **5/9 strategy**, a class of students are divided into 2 groups, which take turns to be taught online basis for 1 week and classroom basis for 1 week.



# 5/9 strategy of Blended learning

**Group A**  
20 students

**Group B**  
20 students



Боловсролын  
Хурал  
Эрдэмтэн  
Төвийн  
Хурал



## 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*





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Thank you very much for your attention



# MOE

Ministry of Education Thailand



สำนักงานเลขาธิการสภาการศึกษา

Office of the Education Council

# How Thailand supports students' Learning recovery

# Beyond pandemic

Dr. Panthep Larpjeso  
Office of the Education Cour

**COVID-19** virus has been challenging every sectors for almost two years.



**Most of schools has been closing and classroom are now online**

## Learning in the Pandemic

# STAY AT HOME

On Site

At school



Social distancing

On Air

At home



DISTANCE LEARNING TELEVISION

from DLTV

On Demand

At home



from DLTV / Youtube  
School's Webpage

On Line

At home



Zoom / Webex / Ms TEAM /  
Line Meeting / Facebook Live  
/ Google Meet

On Hand

At home



Do worksheet  
Homework

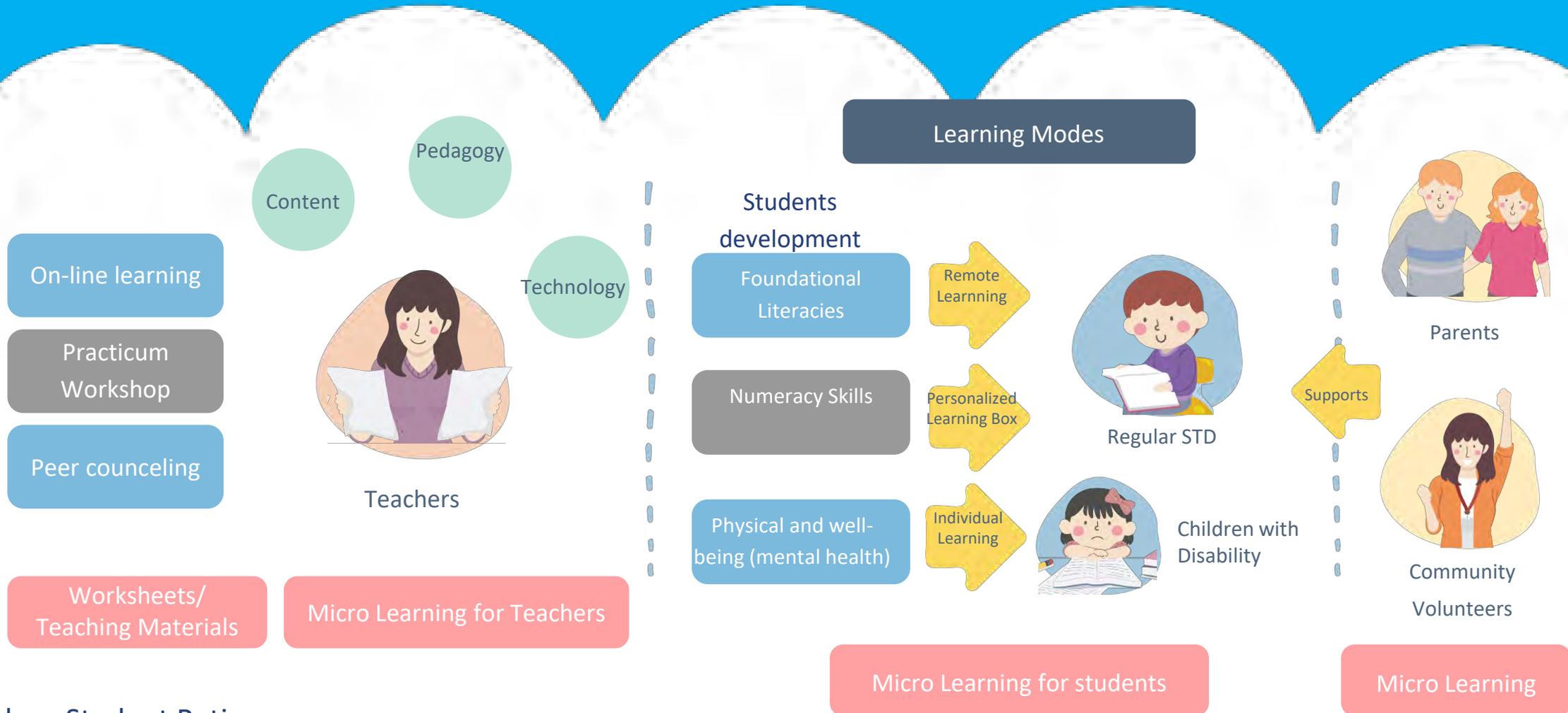


## Online learning issues during outbreak

- ❑ 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)

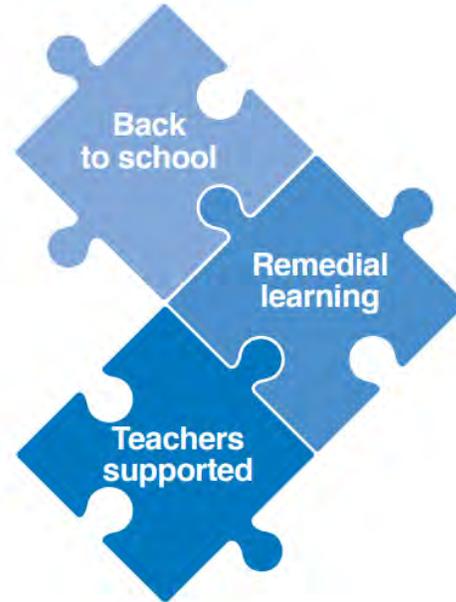


Teacher: Student Ratio

1:30

# 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 เป้าหมายสำคัญ

1. เด็กและเยาวชนวัยเรียนทุกคนได้ไปเรียนหนังสือที่โรงเรียนและได้รับการสนับสนุนที่ปรับให้เหมาะสมเพื่อให้สอดคล้องกับความต้องการทางการเรียนรู้ การมีสุขภาพกายและสุขภาพใจที่ดี รวมถึงความต้องการในด้านอื่นๆ
2. เด็กและเยาวชนวัยเรียนทุกคนได้รับความช่วยเหลือในการเรียนเพื่อชดเชยการเรียนรู้ที่สูญหายไปในช่วงการปิดโรงเรียน
3. ครูทุกคนได้รับการเตรียมความพร้อมและการสนับสนุนเพื่อแก้ไขปัญหาความรู้กตถอยของนักเรียนให้สามารถนำเทคโนโลยีดิจิทัลและนวัตกรรมต่างๆ มาผสมผสานในการสอน



# 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**





## COVID-19 Patient Location Map of Bangladesh

Date: August 11, 2020

Total Infected	263,503
Total Death	3,471
Total Recovered	151,972



**Legend**  
COVID-19 Patients

- 0-500
- 501-1000
- 1001-2000
- 2001-4000
- 4001 or more

0 km 50 km 100 km



# Bangladesh COVID-19 Education Response, Reopening and Blended Learning

**Professor Dr. AQM Shafiul Azam**

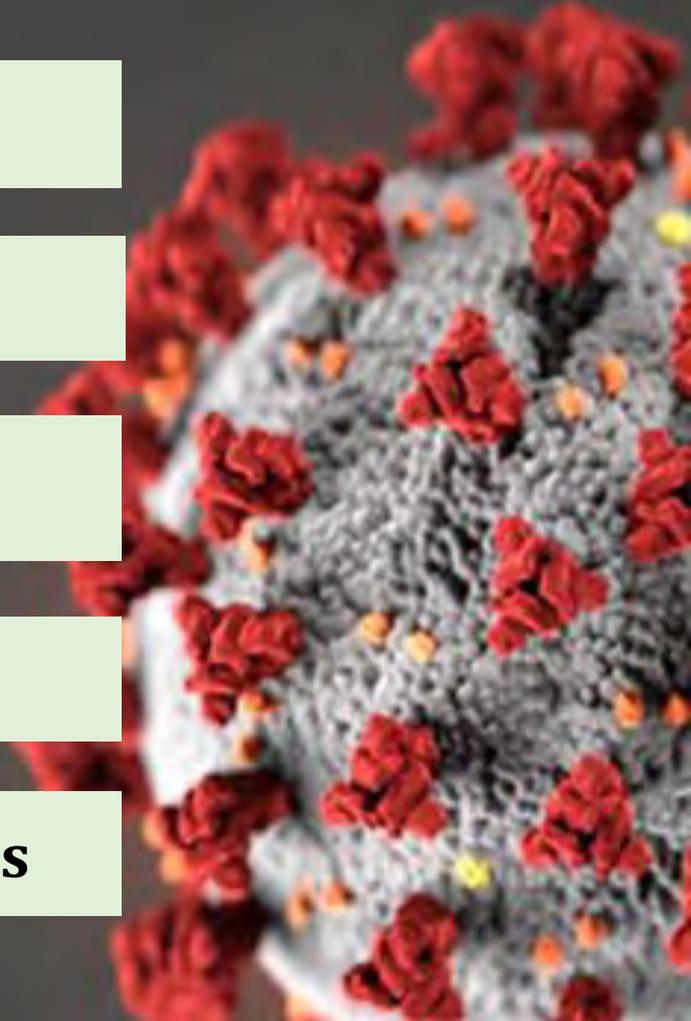
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# COVID-19 Scenario

- 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

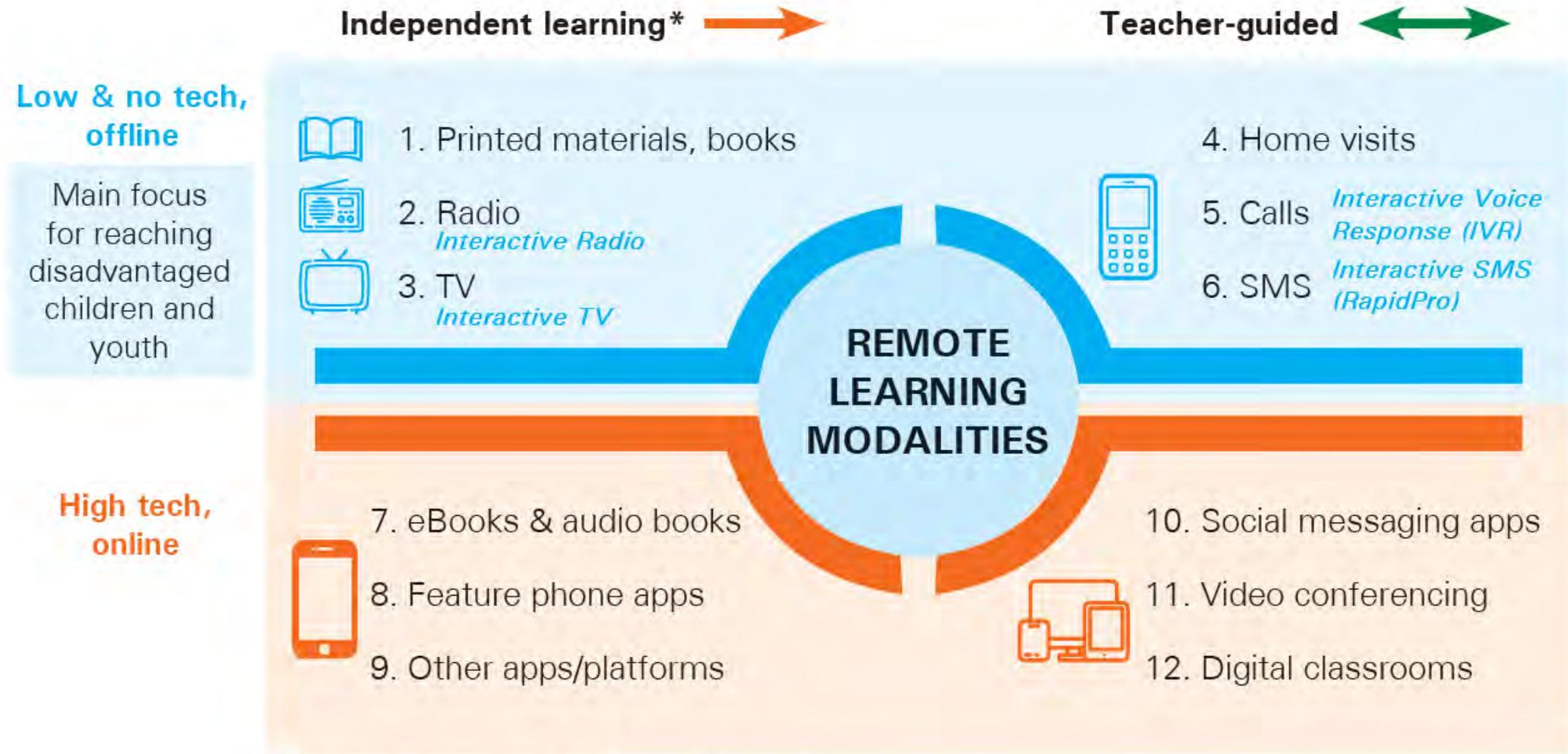


Total Reach

35

Million+

# Remote Learning Modalities Matrix



\*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 from 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*

# Covid-19

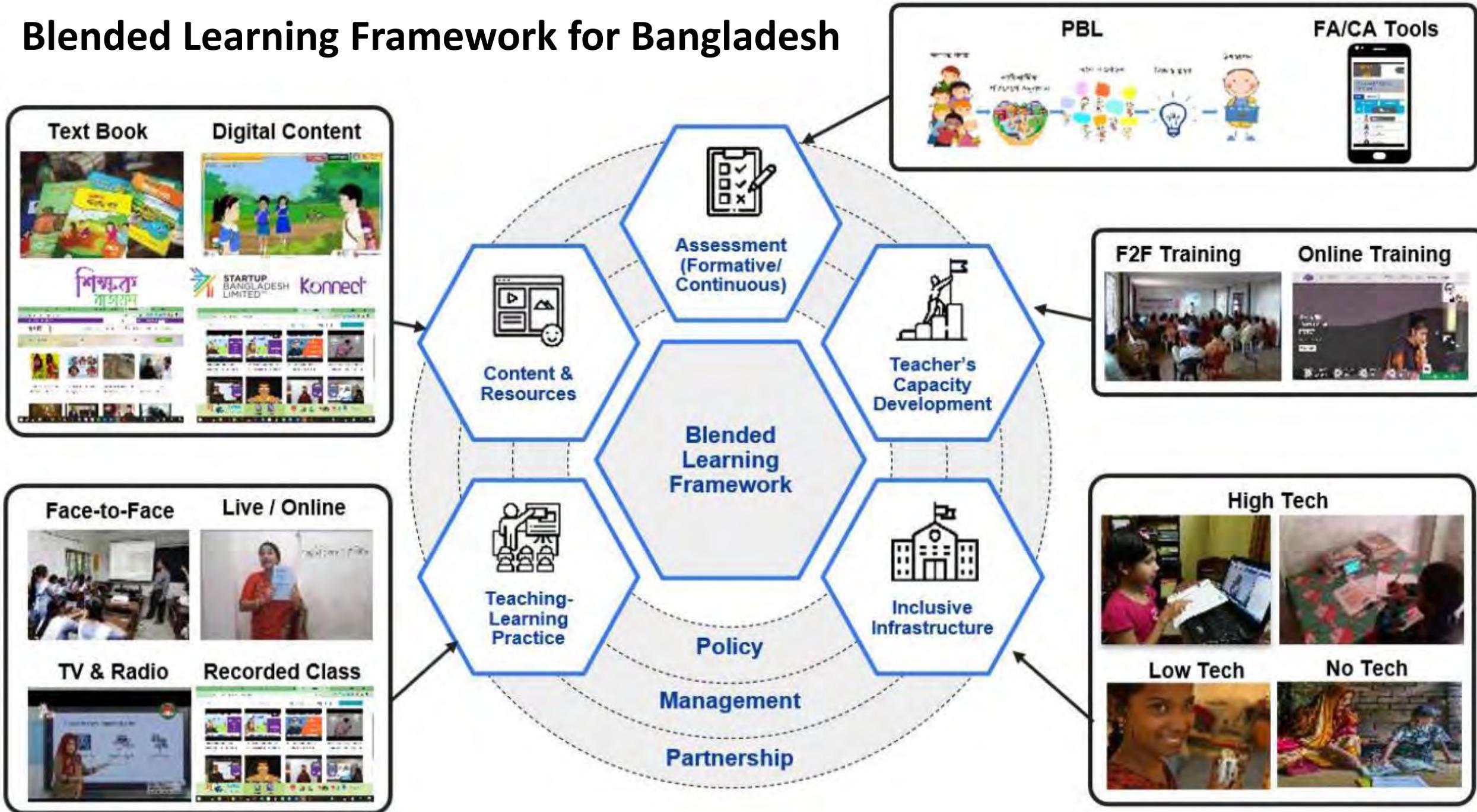


**Blended Learning is the Key**

**The Big Shake - The Big Shift**

**Reimagine Blended Learning, Assessment, Teachers' Role**

# Blended Learning Framework for Bangladesh



# Making Sense of Blended Learning



## KEY ELEMENTS:

### Teaching-Learning Practice

- Prepare learners for the future with 21<sup>st</sup> 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

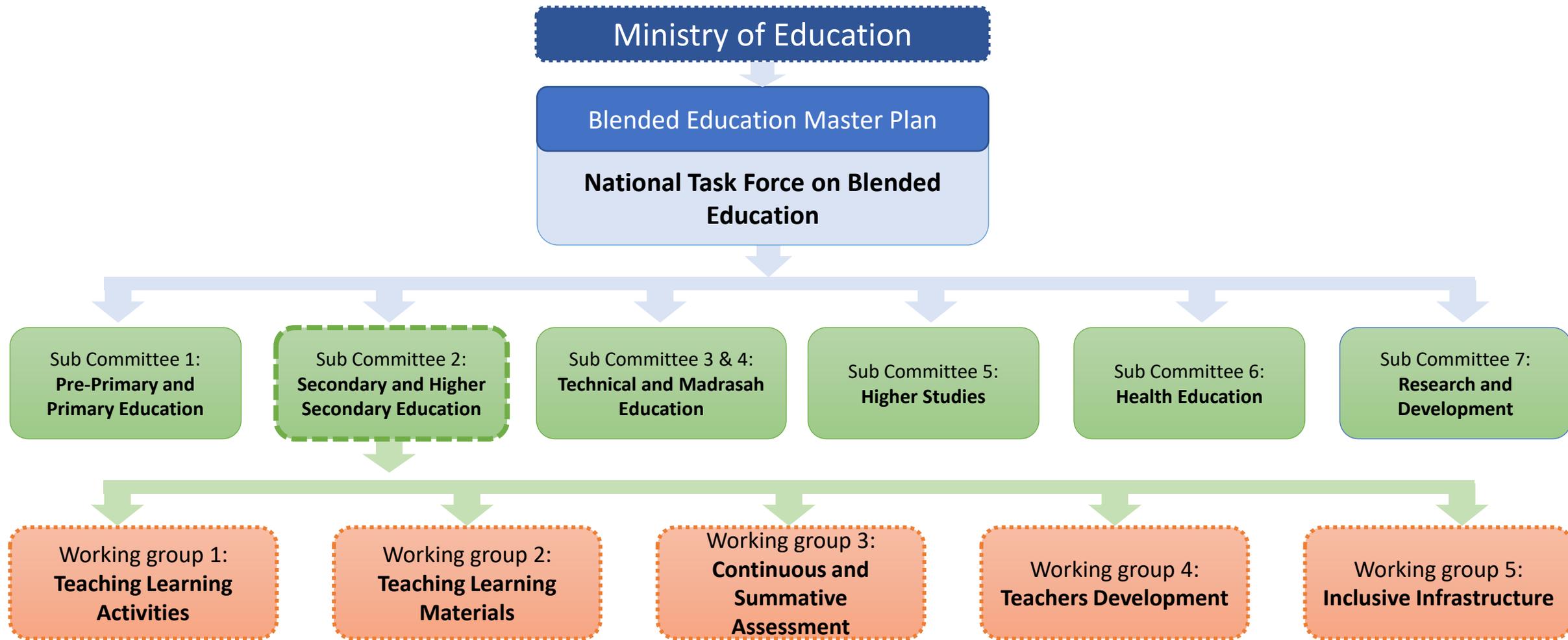
- Public-private-people partnership

# What Is Blended Learning?



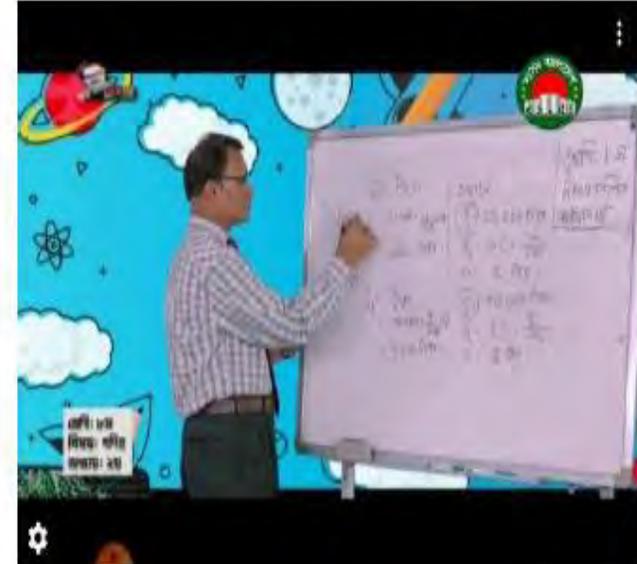
Structured opportunities to learn which use more than one teaching or training method, **inside or outside the classroom**, through which at least **part of the content is delivered online**. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, 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

