

Education Disrupted, Education Reimagined

Part II

Institutional & Individual Responses: Recommendations for Building Back Better and Future Preparedness

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Immediate impact of COVID-19 on education in Bangladesh



Educational institutions closed from March 16 to minimise the risk of infection



Discontinuation of learning of around 30 million students upto secondary level



Pilot project of government's second chance education scheme disrupted, impacting around 1 million out-of-school children



2.8 million students' learning was disrupted
in BRAC schools and centres

A typical BRAC primary school: one-teacher, one-room school

- Operated by the same teacher for the same cohort of children for 4 years
- Targeted towards 8-10 year-old children from the marginalised community
- Class size of approximately 25-30 students
- Low tech and low resourced to maximise scale



BRAC's short-term response on education

- **Conducted a rapid assessment** of the situation
- **Working closely with the government**, supporting lessons development to broadcast primary and secondary school classes on parliamentary television
- **However, government broadcasted classes through TV barely serve the marginalised communities.** Among BRAC school children, around 56% of households have access to television and only 37.6% of households have access to the internet. However, 95% of the households have access to feature phone (mobile)



Reducing the learning loss during the lockdown



- **Challenge:** lack of internet and smartphone penetration
- **Focus:** reducing learning loss in lockdown, a rapid survey shows that 67% of the NGOs anticipating learning loss due to the lockdown
- Piloted **50 BRAC home schools**, targeted towards grade 5 students; one school caters to 20-25 students

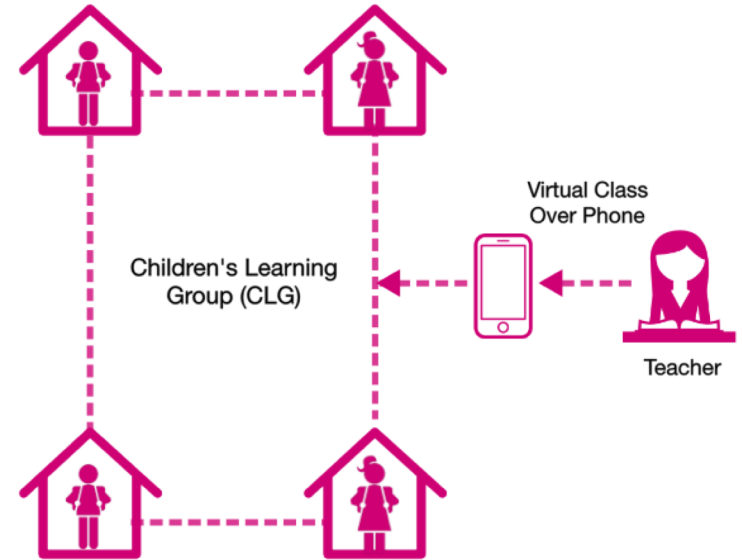
At the heart of the model, there are two things:

- Provide lessons, assignments, and conduct assessments in groups through **Feature Phone (Mobile)**-- the most accessible technological means in Bangladesh
- Introduction of **Children Learning Group (CLG)**, aimed at self-learning both individually and in groups with limited supervision from the teacher

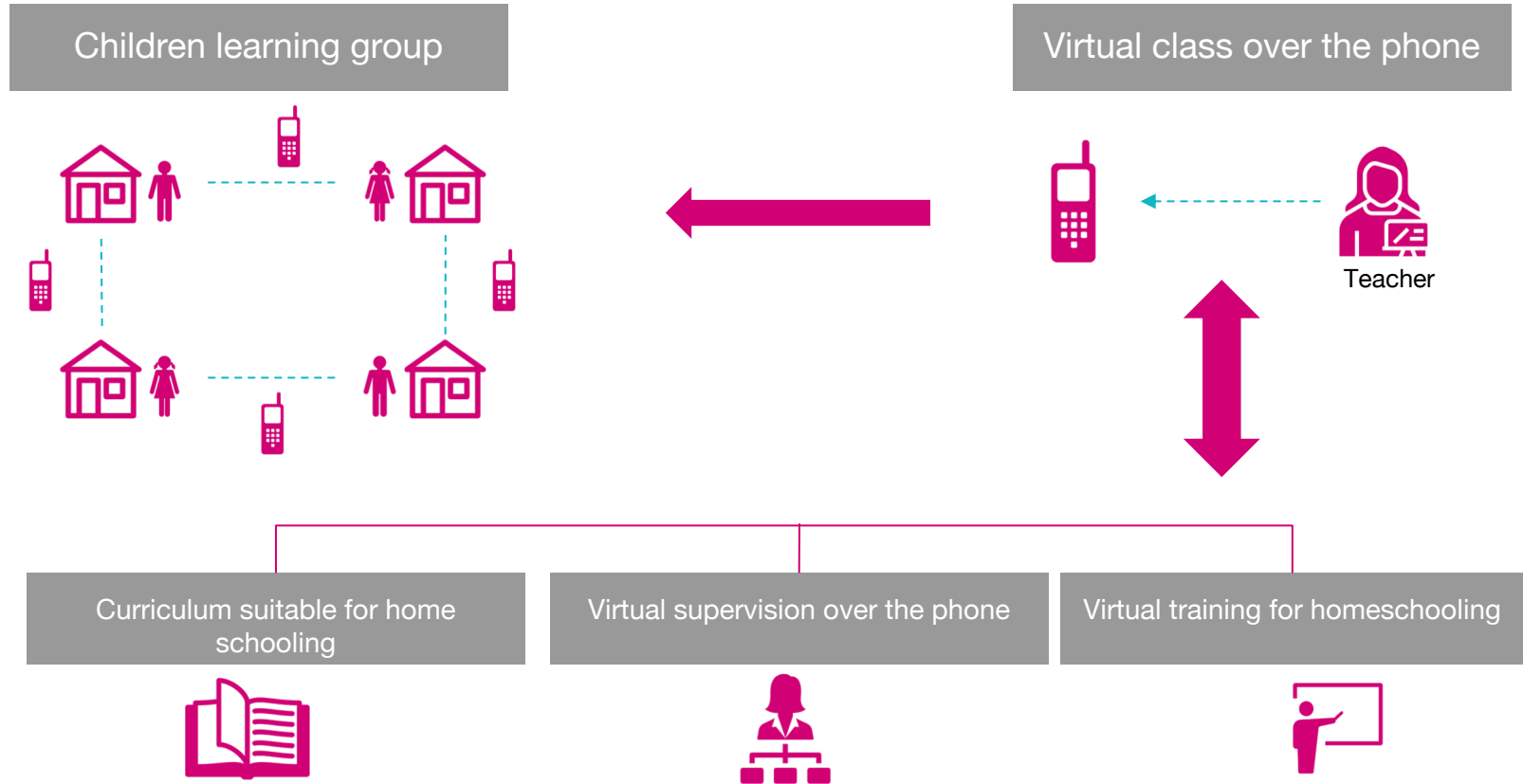
BRAC Home School model



- A teacher connects with a CLG, a group of 4, **through teleconference** -- covering 20-25 students in total. Duration of each call is 15-20 mins.
- **Assessment takes place via voice** call for the time being

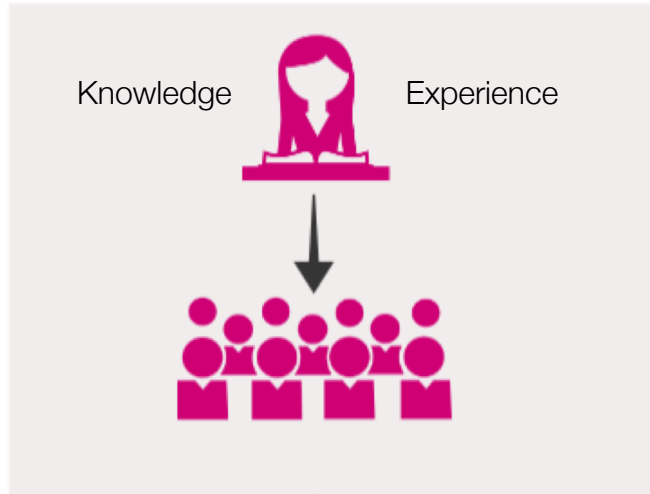


BRAC Home School Model

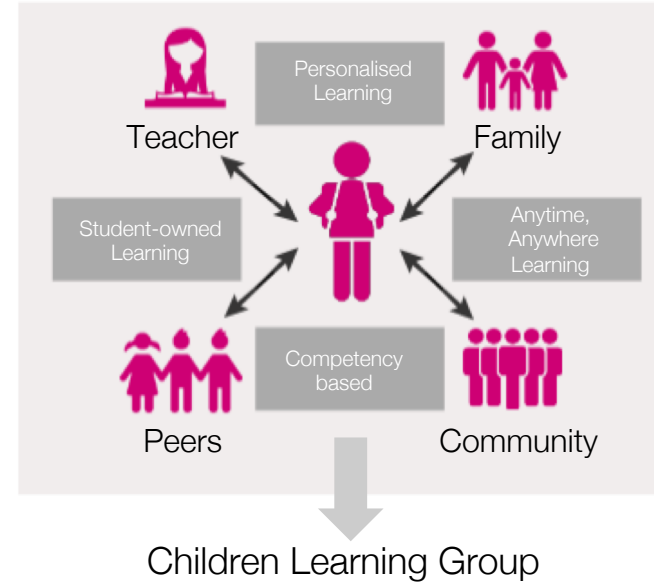


Creating a blended model of two learning approaches

1 Teacher-centred learning



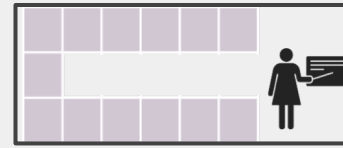
2 Student-centred learning



Normal: Before COVID-19
Till 16 March, 2020

Classroom

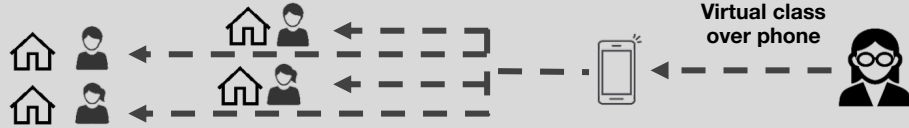
25-30 students/class



Phase 1: During COVID-19
Mar-July/Aug'20

Children Learning Group

Children Learning Group (CLG)



Phase 2: Transition
Aug/Sep-Dec'20/Jan'21

Limited face to face (F2F) class

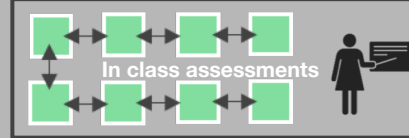
Outside classroom learning

Take Home Group Projects



Blended Learning

Physical classes in 2/3 batches



Inside classroom learning
Maintaining social distance

INTRODUCTION

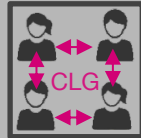


Hand washing stations near school premises

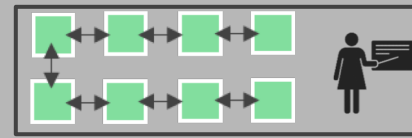
Phase 3.1: New normal
Dec'20/Jan'21-Jun'21

Limited F2F class preparation

Take home group projects



Lessons and assessment in Tab
Class continues in 2/3 batches



INTRODUCTION



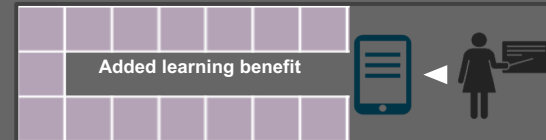
Lessons and Workbook on digital platform

Phase 3.2: New normal
Jun'21 onwards

F2F class, new dimension

Teachers with a tab for teaching and data sharing

Assessment in tab, real-time monitoring of student's progress

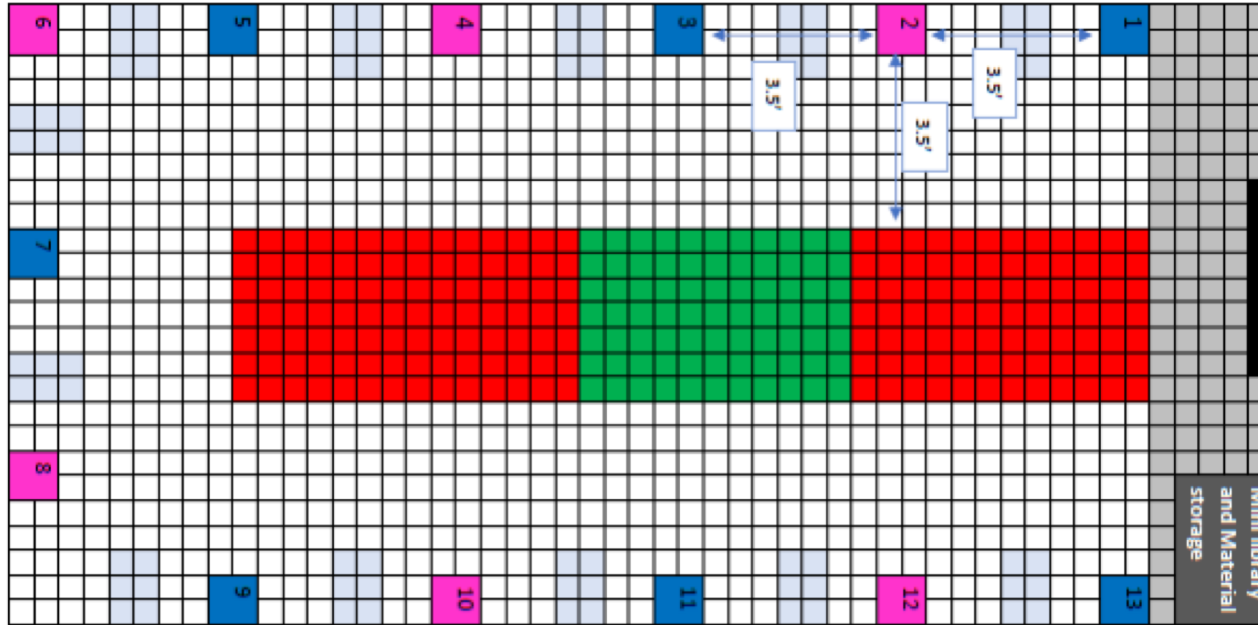


INTRODUCTION



Tab based learning in classroom

Social distancing plan for classroom



Social distancing plan in classroom
2 batches with 13 students in each batch

Blackboard
Teacher's movement
Student's seat
Student's seat
Activity Zone
Books

*each cell = 0.5 sqft

*Minimum 4 windows for ventilation.

*Teacher have enough space to move within class.

*For activities students would move to teacher's movement area keeping safe distance with teacher and fellow students and go to activity zone and come back to sit similarly.

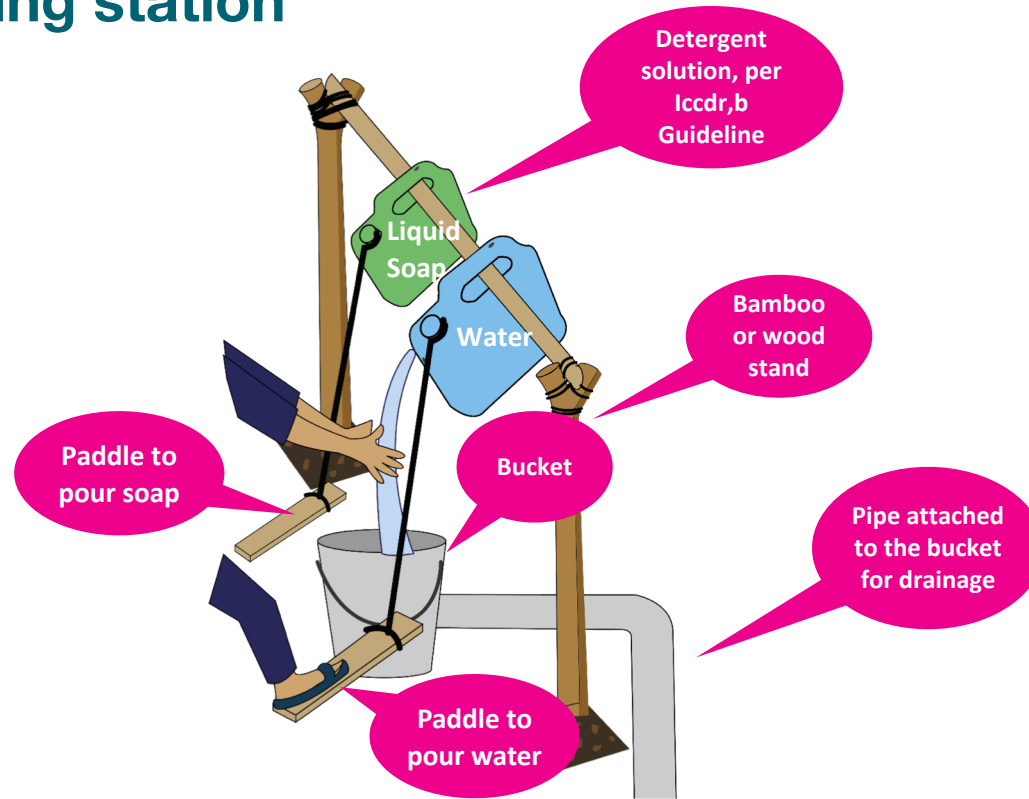
Classroom size: 325 sqft (12.75'X25.5')

Total students in a batch: 14

Distance between students: 3.5 Feet

Class duration 2 hours

Handwashing station



Key insights so far

- This is an opportunity to bring in technology in classroom and education administration, but the steps have to be gradual. Technology literacy and access have a long way to go in the low-resource settings.
- Children drop-out is likely to increase in developing nations in the post-COVID-19 situation for economic reasons. So, adaptability and flexibility to the changing scenario in any model would be essential to reduce drop-outs.
- Building back better would be possible with the rightly balanced investment on capacity, technology literacy and infrastructure, better assessment, and giving more autonomy to the students for learning.

Let us flip this disruption in education as an opportunity to bring in more autonomy and self-learning, better assessment of the outcome and more equity in bringing technology to the classroom. Let a restart be a new and better start!

THANK YOU!