Education Disrupted, Education Reimagined

Part II

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

Asif Saleh
Executive Director
BRAC

#EducationReimagined
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
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

Children learning group

Virtual class over the phone

Teacher

Curriculum suitable for homeschooling

Virtual supervision over the phone

Virtual training for homeschooling
Creating a blended model of two learning approaches

1. Teacher-centred learning
   - Knowledge
   - Experience

2. Student-centred learning
   - Personalised Learning
   - Anytime, Anywhere Learning
   - Competency based
   - Community
   - Peers
   - Family

Children Learning Group
Normal: Before COVID-19
Till 16 March, 2020

Phase 1: During COVID-19
Mar-July/Aug’20
Children Learning Group

Phase 2: Transition
Aug/Sep-Dec’20-Jan’21
Limited face to face (F2F) class

Phase 3.1: New normal
Dec’20-Jan’21-Jun’21
Limited F2F class preparation

Phase 3.2: New normal
Jun’21 onwards
F2F class, new dimension

INTRODUCTION
Lessons and Workbook on digital platform

Teachers with a tab for teaching and data sharing
Assessment in tab, real-time monitoring of student’s progress

CLG
Take Home
Group Projects

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Social distancing plan for classroom

- Each cell = 0.5 sq ft
- 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 sq ft (12.75’X25.5’)
Total students in a batch: 14
Distance between students: 3.5 Feet
Class duration: 2 hours
Handwashing station

- Liquid Soap
- Water
- Bamboo or wood stand
- Detergent solution, per ICCDR,B Guideline
- Bucket
- Pipe attached to the bucket for drainage
- Paddle to pour soap
- Paddle to pour water
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!