Keep Children Learning – Part IV
The Role of Teachers

7 October 2020
Webinar Housekeeping

• All participants will be muted by webinar administrator.

• This session is being recorded and will be shared on our website.

• Use the Q&A function to post questions at anytime during the presentation.

• Panelists may be able to answer a question after each presentation but we would prefer leaving them to the end of the presentation.

• This is an interactive panel and you will be prompted to answer questions using a poll during the presentation.
Keep Children Learning

The Role of Teachers – redefining how teaching and learning happens in response to COVID-19 and beyond.

Humana People to People India’s experiences during COVID-19.
HPPI's Education Initiatives

• The Kadam Step Up Programme for Out of School Children (in partnership with EAC) and for in-school children with low learning levels.

• The Necessary Teacher Training Programme - NeTT – a two-year pre-service Diploma of Education Programme for primary school teachers.

• Our education initiatives see the teacher and the student as co-creators of knowledge and skills, where the student, as much as possible, takes the driver's seat in the process of learning.

• The learning process involves acquisition of information and knowledge, and processing that into understanding and actions for positive change.
The *Kadam Step Up Programme*

- A unique individualized programme where each child can learn at their own level and pace, and step wise acquire competencies that bridge their learning gaps.

- Taken to scale through leveraging partnerships and resources with State Department of School Education.

- 83,000 Out of School Children have participated in the programme and 56,000 have completed the programme and been integrated in their age-appropriate grades.

- 52,000 in-school children have participated in the programme as a part of regular classes and improved their learning levels significantly.
NeTT – The Necessary Teacher Training Programme

• Implemented within State-run Teacher Training Institutions as a public private partnership.

• Currently operating in 14 institutions across 5 States.

• Graduated 12,085 teachers from 2009 to 2019.

• Teachers equipped with skills and attitude to address the needs of children from resource-poor families and communities.
Kadam – Step Up Programme during Covid-19

• A weekly full-day capacity building session of Kadam Teachers by online training during the lock-down.

• Reaching out to the Kadam students through commonly used technologies; WhatsApp on smart phones and voice instructions on ordinary phones.

• Involvement of parents; sharing their phone, taking interest, encouraging the children.

• With easing of the lockdown gradually reaching out to children through the “My Home, My School” concept – teaching in smaller groups.

• Elements of the Kadam Programme that made the children more ready for the impact of COVID-19; workbooks, peer-learning in “trios”, goal-setting and self-assessment.
NeTT – The Necessary Teacher Training Programme

• The training moved online, maintaining the NeTT structures and learning methodologies.

• Using available technology; smartphones, WhatsApp, Google Meet, Google Classroom etc.

• High attendance as the training continued to be engaging and interactive – also online.

• HPPI Teams provided technical training to other TTIs on use of technology, and how to keep the training interactive and engaging.
Learnings & way forward

• For primary school children from resource-poor homes, technology is not a long-term, standalone solutions.

• It is important to get back to some kind of organization of children in smaller groups with physical interaction with teachers.

• Smaller groups and less time with the teacher can be compensated by workbooks, peer learning and parent and volunteer engagement.
Learnings & way forward

• For older students the smartphone with a good data plan is an incredible resource for continuous education.

• Using existing free software, combined with access to government and other free-of-cost learning platforms.

• Keeping in mind the continuous role of the teacher and the student groups, enabling learning to be a collective process as well as interactive and engaging one.
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A programme of education above all

HUMANA
PEOPLE TO PEOPLE INDIA

united world schools
teach the unreached

UNRWA
Redefining how teaching and learning happens in response to the pandemic

Avinash Jha

Date: 07 October 2020
Introduction

• United World Schools works in the world’s poorest regions to give every child access to free education. We partner with local communities and supporters around the world to develop primary schools and teach the unreached.

• We work in Cambodia, Myanmar, and Nepal providing quality education to over 35,000 children and we aim to reach 50,000 children by 2021.
According to UNICEF, nearly 8.7 million children in Nepal aged between 3-16 years are affected due to closure of educational institutions.
Background

UNICEF estimates suggests that nearly 3.2 million children in Nepal aged between 3-16 years are most vulnerable/at risk children.

Education transforms lives
Household Mapping

- 2% does not have access to any device.
- 12%: TV
- 35%: Smart Phone
- 80%: Mobile Phone
- 98%: Radio

Education transforms lives
Categories:
1) Students who have access to all services
2) Students who have access to internet
3) To students who have access to computer or mobile phones but no (regular/stable) access to internet
4) Students who have access to mobile phones (non-smart phones)
5) Students who have access to TV and/or radio
6) Students who do not have access to any of the above-mentioned media.
7) Students that have additional needs
Major Interventions

Education transforms lives

- **Radio Program**
- **Awareness Campaign (WaSH & COVID19)**
- **Take Away Education**
- **UWS Nepal**
- **WaSH Facility**
Training

1. Basic script writing
2. Social and Behavior Change
3. Psychological First Aid (PFA)
4. Child and Adolescent Mental Health issues during Pandemic
5. Effective use of Social Media for teaching-learning

Education transforms lives
Impact

Education transforms lives
Thank you!

For feedback:
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education above all
“The Role of Teachers - Education for Palestine Refugees During COVID-19”

Educate A Child Webinar
7 October 2020
Caroline Pontefract Director
UNRWA education programme

- UNRWA education programme was born of conflict and operated through a number of conflicts.

- High demand for education from the Palestine refugee community. 533,342 school students, 8,270 technical and vocational trainees and 1,840 teacher training undergraduates

- Long standing relationship with Host Governments (Host country curriculum, Study Plans and academic calendar)

- The education reform and the EiE approach (supported by EAC)
Looking at what is in place..

- **System approach** and build upon and adapt what is there. The reform, the EiE, the past experiences of SLM, psychosocial support..

- **A communication structure** to inform parents, students and teachers about time-tables, study plans or health-related news

- **The Teacher Policy**
  - Teacher management
  - Career progression
  - Professional development
  - Professional support structures
Education in Emergencies

UNRWA EiE approach

- Continuity of Learning
- Psycho-social Support
- Monitoring and Evaluation
- Health and Safety
Knowing what is expected of you...

Who should I ask for help?

What can I reasonably expect the parents to do?

How can I ensure students with additional needs receive support?

How do I make sure students are engaged and motivated?

How do I get the balance between the learning in the classroom and at home?

What is blended learning?

How do I work with other teachers?

Am I supposed to develop the student learning materials?

Am I supposed to provide psychosocial support? How do I do this?

My internet does not work very well at home, how can I help the students?

How can we find out how everything is progressing?
moving forward...

- Ownership of the different education models: class, remote or hybrid/blended learning models.
- Clear and feasible roles and responsibilities and supported by structures
- Don’t assume teachers have confidence in using technology. ...find out...
- Work at the right level ... Agency, Field.. area and school
- Monitor and evaluate in different ways