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EDUCATE A CHILD
A programme of education above all™

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.



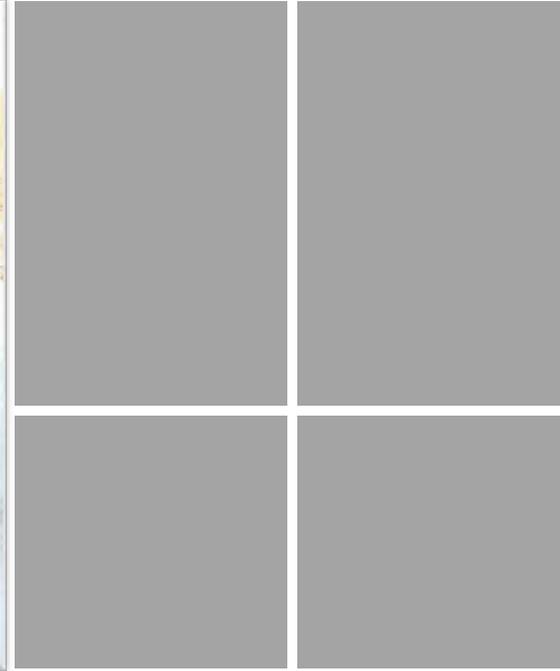
- Use the Q&A function to post questions at anytime during the presentation.
- Panelists may be able to answer a question after each presentation but we would prefer leaving them to the end of the presentation.



- This is an interactive panel and you will be prompted to answer questions using a poll during the presentation

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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.



HUMANA
PEOPLE TO PEOPLE INDIA

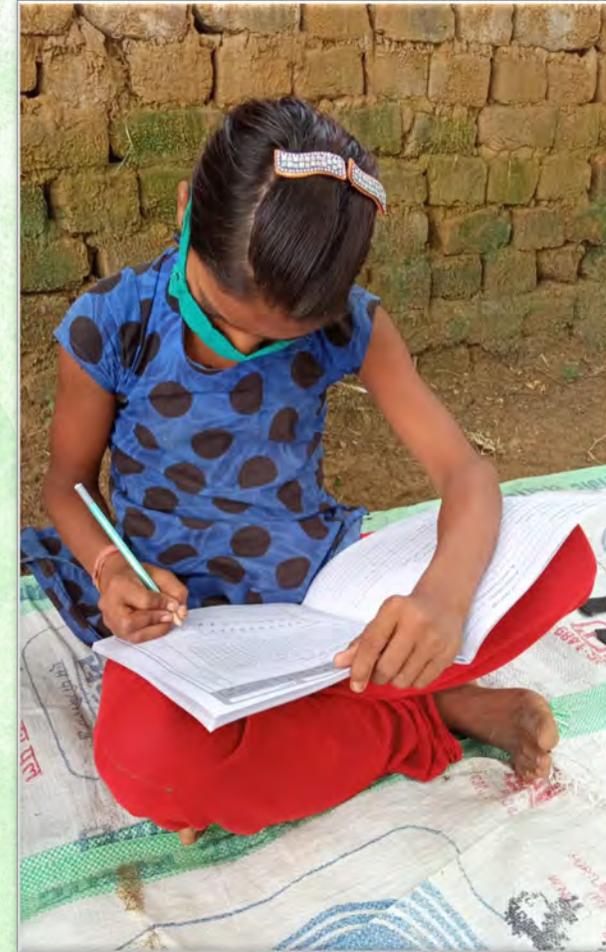
HPPIs Education Initiatives

- **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.



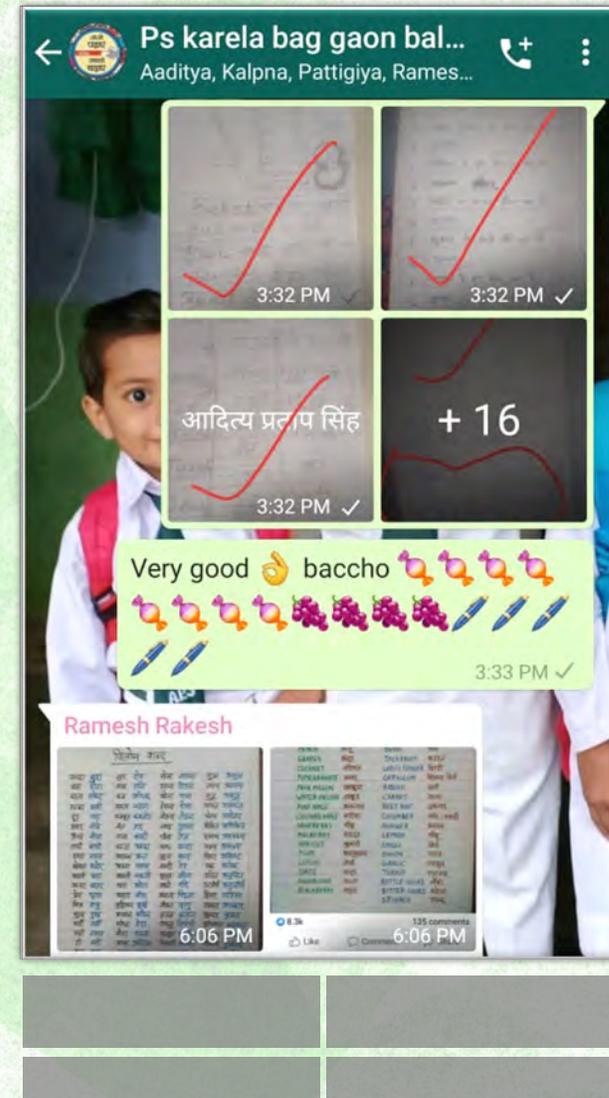
NeTT – The Necessary Teacher Training Programme

- 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.



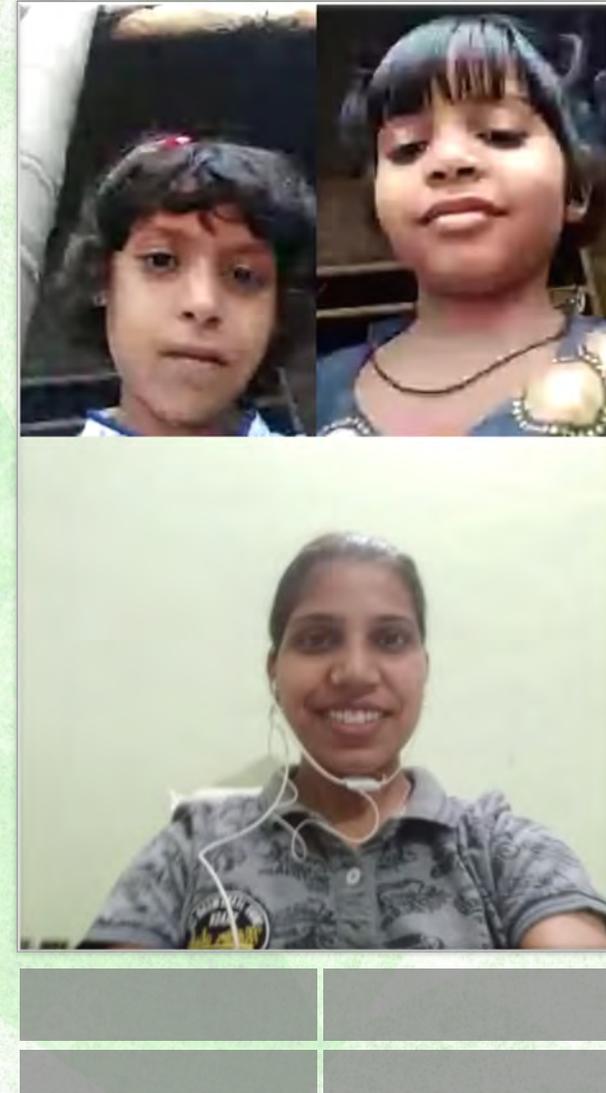
Kadam – Step Up Programme during Covid-19

- 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.



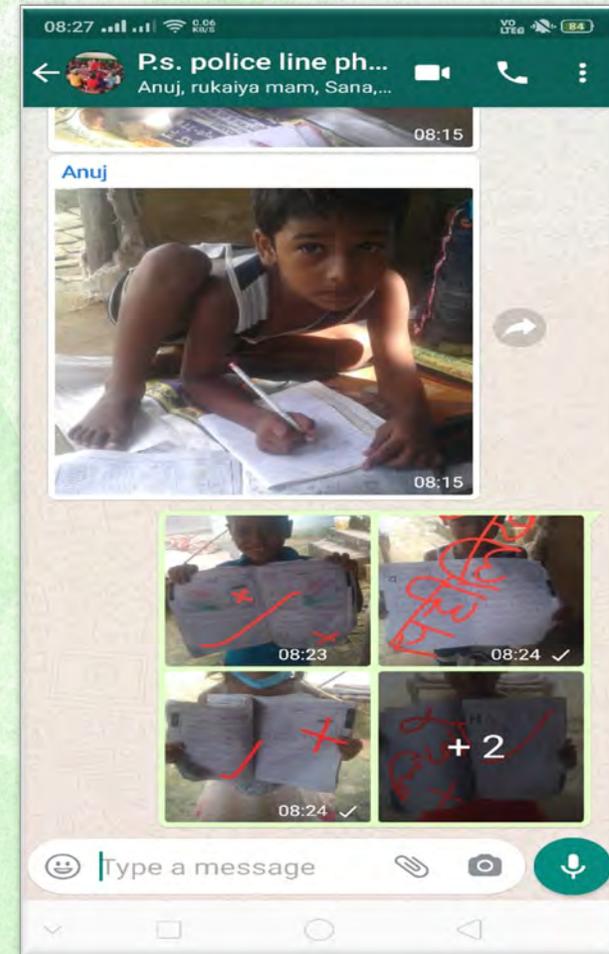
Learnings & way forward

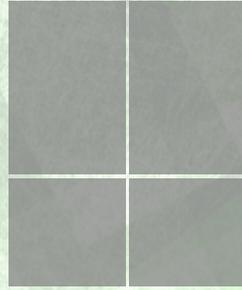
- For primary school children from resource-poor homes, technology is not a long-term, standalone solutions.
- It is important to get back to some kind of organization of children in smaller groups with physical interaction with teachers.
- Smaller groups and less time with the teacher can be compensated 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.





THANK YOU



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Redefining how teaching and learning happens in response to the pandemic

Avinash Jha

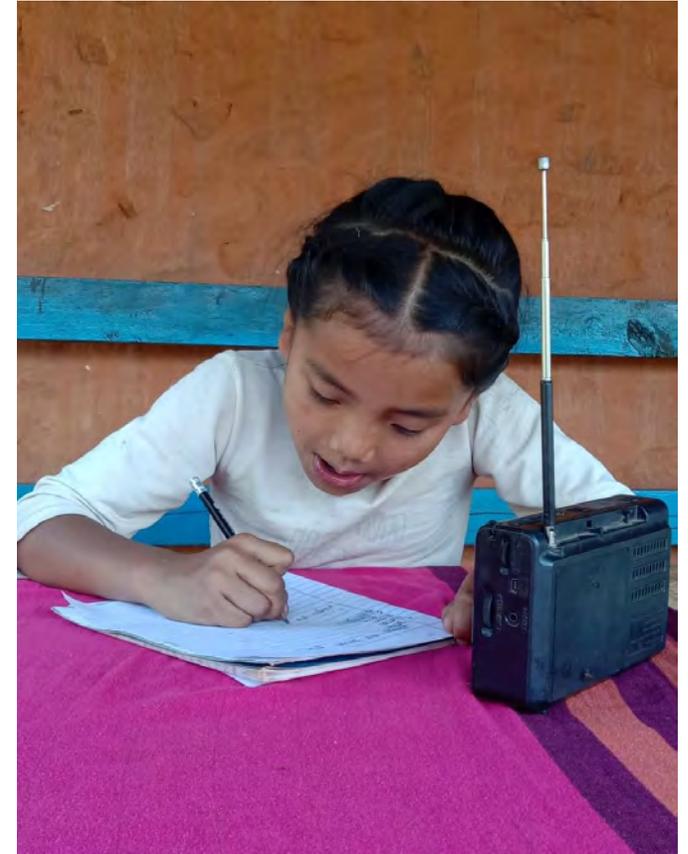
Date: 07 October 2020

Introduction



united world schools
teach the unreachable

- 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 unreachable.
- 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.

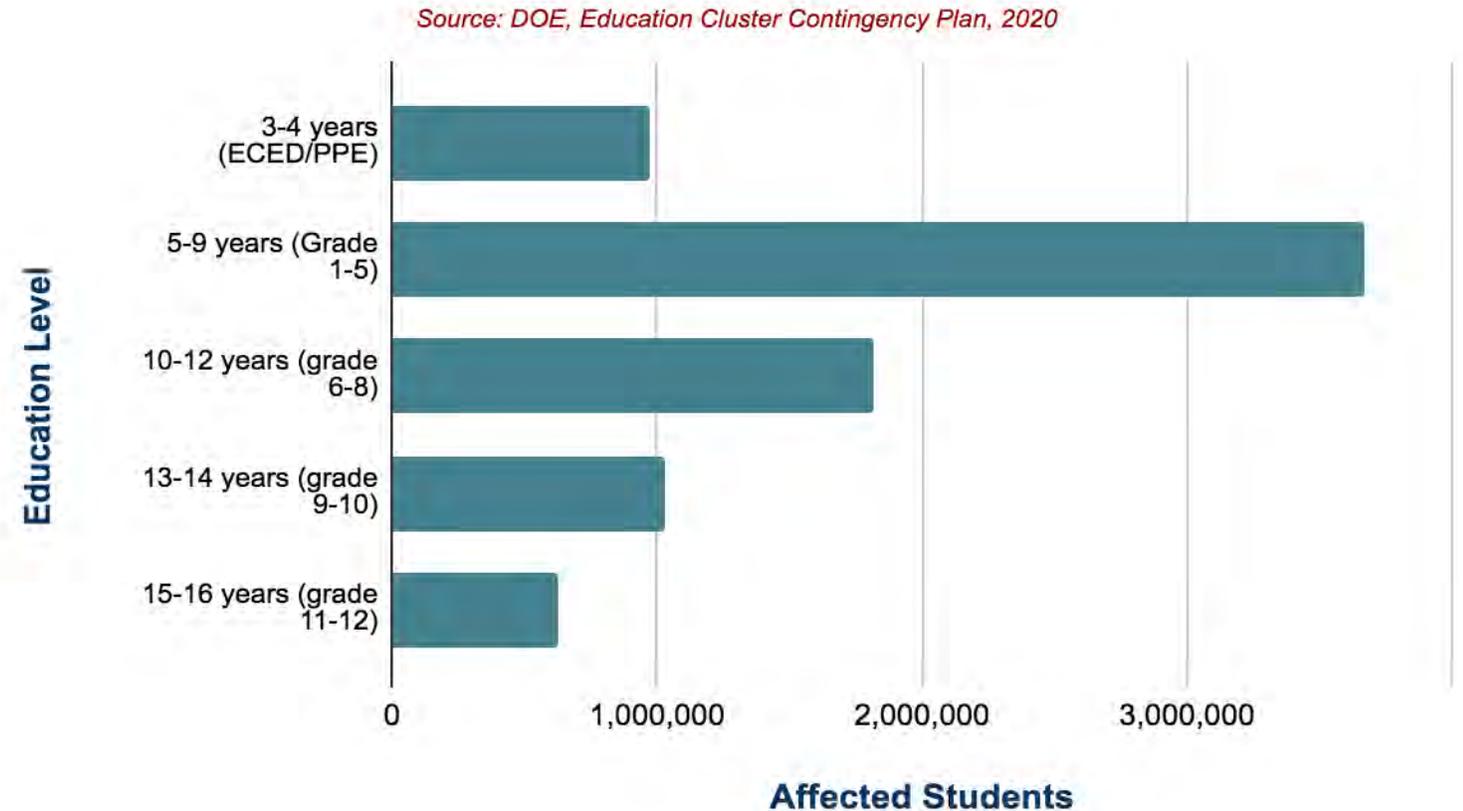


Background



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According to UNICEF, nearly 8.7 million children in Nepal aged between 3-16 years are affected due to closure of educational institutions.

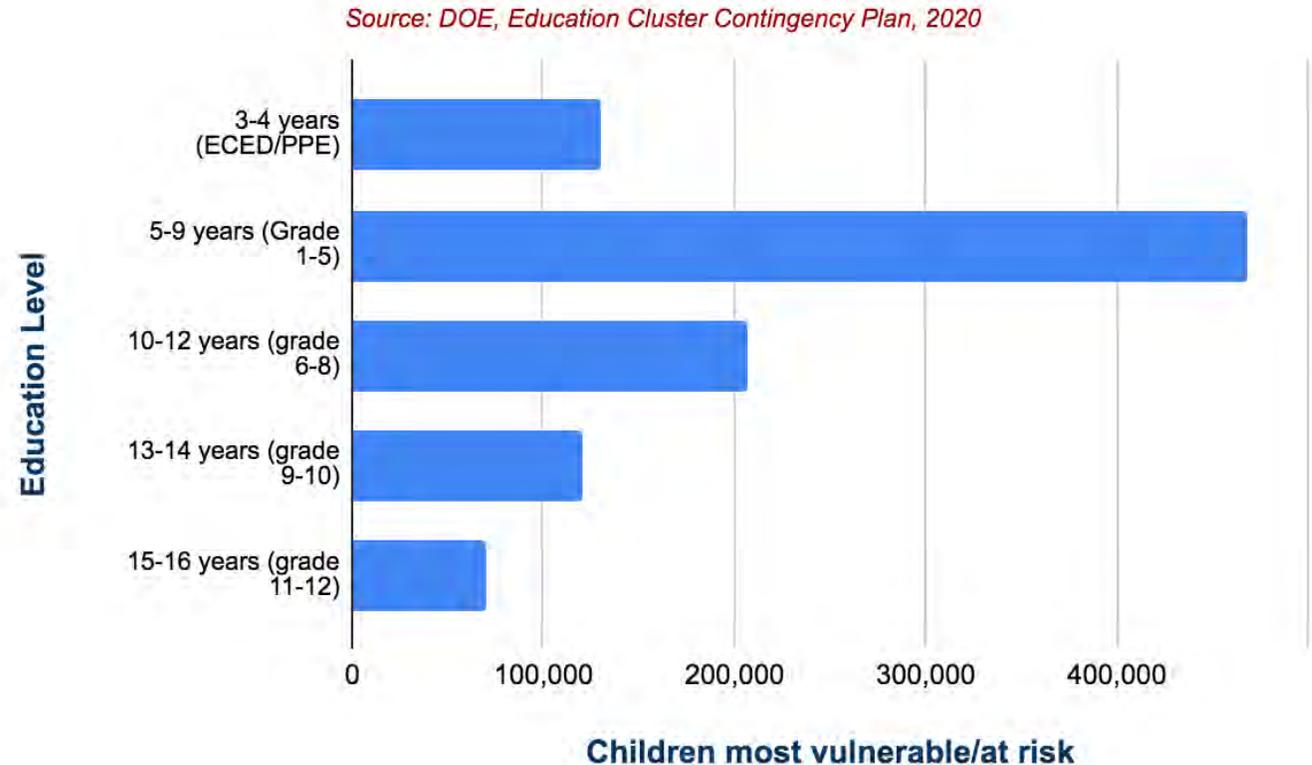


Background



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

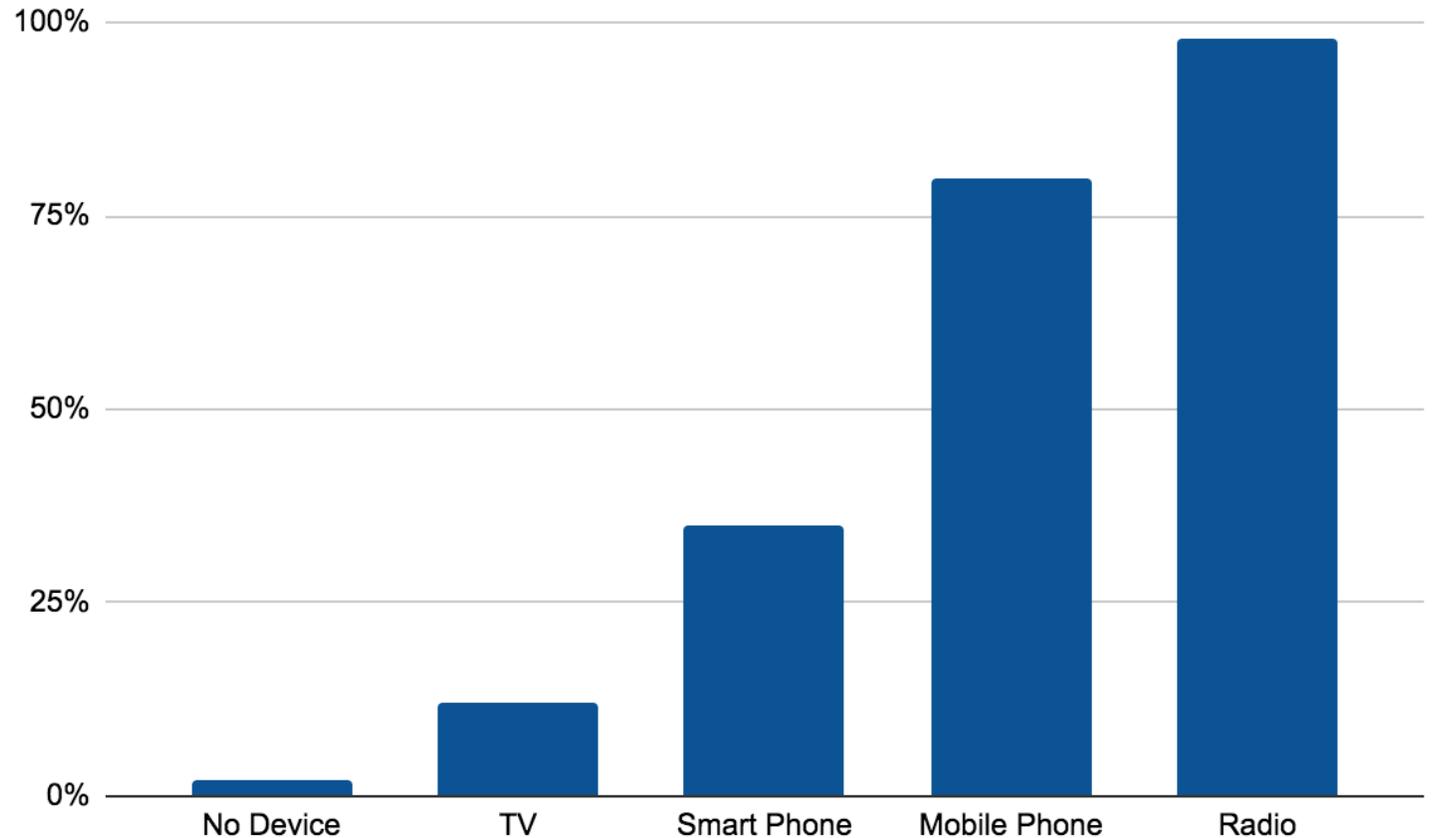


Household Mapping



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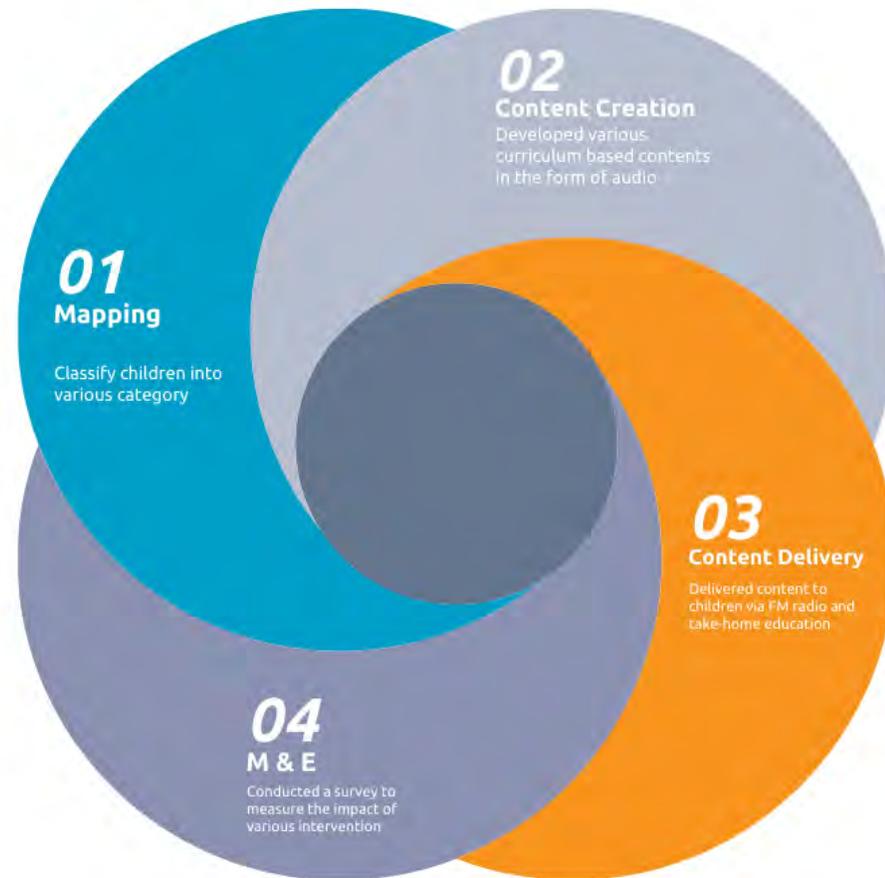
- 2 % does not have access to any device.
- 12%: TV
- 35%: Smart Phone
- 80%: Mobile Phone
- 98%: Radio



UWS Nepal Team Response



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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



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Radio Program

Awareness Campaign (WaSH & COVID19)



UWS Nepal

Take Away Education



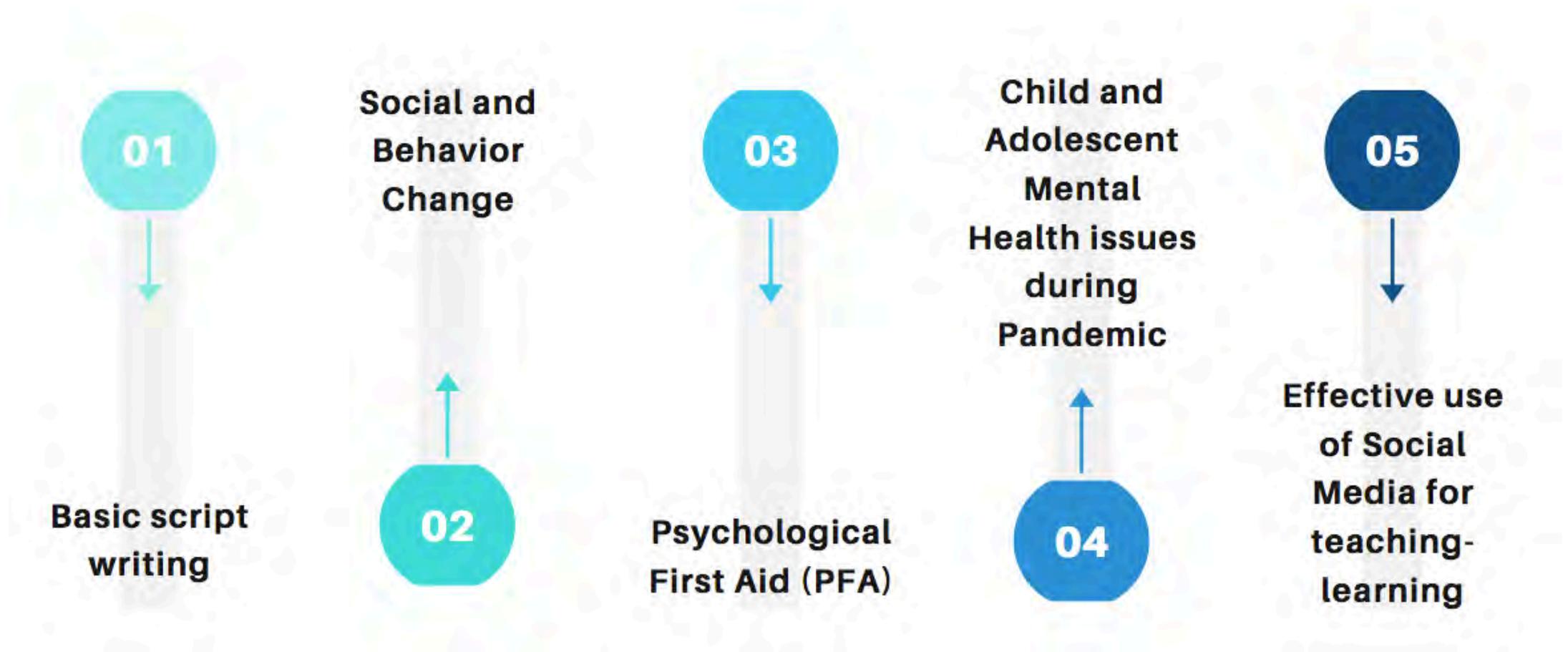
WaSH Facility



Training



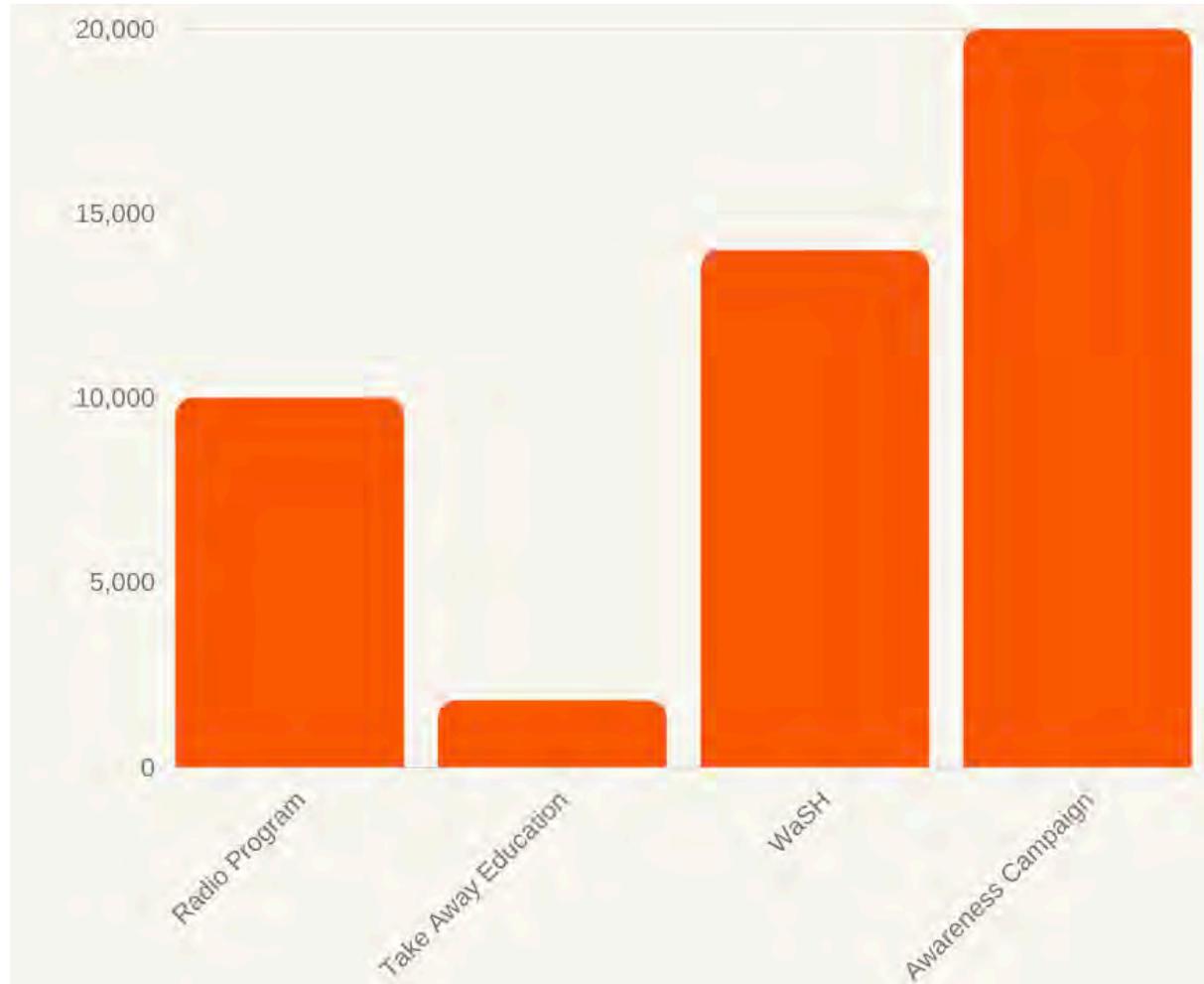
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Impact



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Thank you!

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“The Role of Teachers - Education for Palestine Refugees During COVID-19”



Educate A Child Webinar

7 October 2020

Caroline Pontefract Director



unrwa
الاونروا

united nations relief and works agency
for palestine refugees in the near east

وكالة الأمم المتحدة لإغاثة وتشغيل
اللاجئين الفلسطينيين في الشرق الأدنى

- 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)



- **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





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?

What is blended learning?

How do I make sure students are engaged and motivated?

Am I supposed to develop the student learning materials?

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

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?

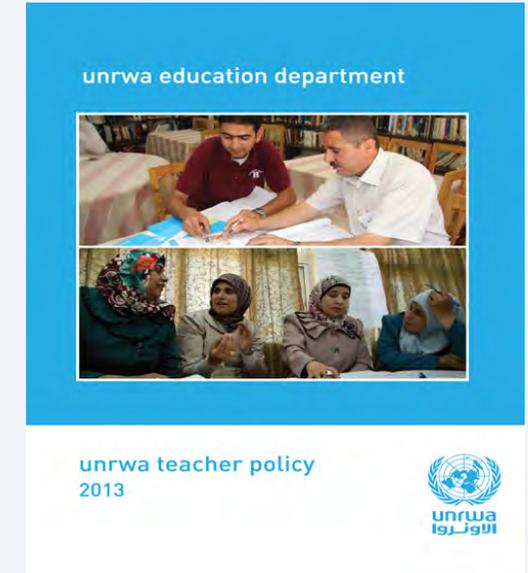
How can I work with other teachers?

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



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