

## **Responding to COVID-19: the education imperative**

McKinsey Webinar 2-4-2020

- McKinsey heeft drie scenario's van de ernst van het virus opgesteld. Ze raden aan om elk deze scenario's uit te werken in beleid. Daarvoor moeten in vier categorieën worden gedacht:
  - o Gezondheid
  - o Onderwijs en toetsing op afstand
  - o Personeel en ondersteuning
  - o Secundaire bedrijfsprocessen
- Voor elk van de vier categorieën raden ze aan om na te denken over verschillende termijnen (kort, middellang en lang). Dat zou onafhankelijk moeten zijn van het scenario dat uiteindelijk optreedt.
- Ze zien in ieder geval twee prioriteiten op de korte termijn
  - o Hoe zorg je ervoor dat leerlingen zo min mogelijk op achterstand raken door in grote mate onderwijs op afstand te geven (dat niet alleen online hoeft te gebeuren)?
    - Ze zien dat veel systemen het in de eerste weken heel snel hebben opgezet. Het is belangrijk om niet op te houden als het fundament eenmaal staat: blijf itereren om te blijven ontwikkelen.
    - Ze zien daarin vier fasen
      - Zorg voor visie en de juiste voorwaarden (zoals de infrastructuur)
      - Ontwerp en installatie van deze voorwaarden
      - Start een pilot van een paar dagen
      - Daarna een brede roll-out en zorg dat je blijft monitoren en aanpassen (itereren)
  - o Hoe zorg je ervoor dat je de kansongelijkheid zo klein mogelijk houdt door oplossingen te ontwerpen voor kwetsbare leerlingen?
    - Hiervoor definiëren ze vier factoren
      - Toegang: hebben ze de nodige apparaten en hebben ze thuis een geschikte werkplek
      - Opzetten en behouden van contact met kinderen: lagere betrokkenheid van kansarme leerlingen bij leren op afstand
      - Ondersteuning van personeel aan ouders
      - Veiligheid en gezondheid: zowel fysiek als mentaal
    - Ze maken daarbij ook onderscheid tussen ongelijkheid binnen scholen en ongelijkheid tussen scholen
  - o Om geleidelijke verbeteringen door te voeren is het van belang dat scholen belangrijke indicatoren identificeren en monitoren die de implementatie volgen (adoptie, tevredenheid, test scores).
- Beantwoording vragen
  - o Ze bevestigen dat het goed is om in een systeem als dat van Nederland er vanuit een centraal orgaan (zoals Kennisnet) met enthousiasme methoden en middelen worden ontsloten
  - o Daarnaast kan het delen van leermiddelen tussen leraren behulpzaam zijn. De digitale middelen maken het makkelijk voor leraren om met elkaar mee te kijken om zo van elkaar te leren. Doe dit dan vanuit samenwerking en niet vanuit evaluatie.
  - o De huidige situatie biedt de mogelijkheid om middelen goed in te zetten en ze te verschuiven naar scholen en leerlingen die het de middelen het hardst nodig hebben. Kleine verschuivingen kunnen al van betekenis zijn. Een voorbeeld is de inzet van leraren, door strategisch onze beste leraren in te zetten waar leerlingen het meest kwetsbaar zijn.
  - o Daarnaast raden ze aan om breed te prioriteren middels een kerncurriculum
  - o Verder maken ze een duidelijk onderscheid tussen afstandsonderwijs voor jongere leerlingen (t/m een jaar of 6) en voor oudere leerlingen. Voor de eerste groep geldt dat de mogelijkheden om regulier onderwijs te geven al snel overschat worden. Voor de tweede groep geldt juist dat dit onderschat wordt

- o Op de korte termijn is het vooral van belang om het onderwijs te ondersteunen. Op de langere termijn wordt monitoring en inspectie ook relevant, maar begin daar niet te vroeg mee

# Rapid scaling of remote learning

How school systems can respond to the COVID-19 crisis by rapidly scaling remote learning

March 2020

# Introduction to this document



## What it is

The purpose of this document is to share steps that a school system can take to rapidly scale remote learning.

The intended audience of this deck are school systems (i.e., ministries of education, states, school districts and other responsible parties) as opposed to individual schools.

This document synthesizes our experience supporting school systems with blended and personalized learning prior to the crisis, best-practice agile development, as well as selected external public and academic sources including UNESCO, national websites and press coverage



## What it is not

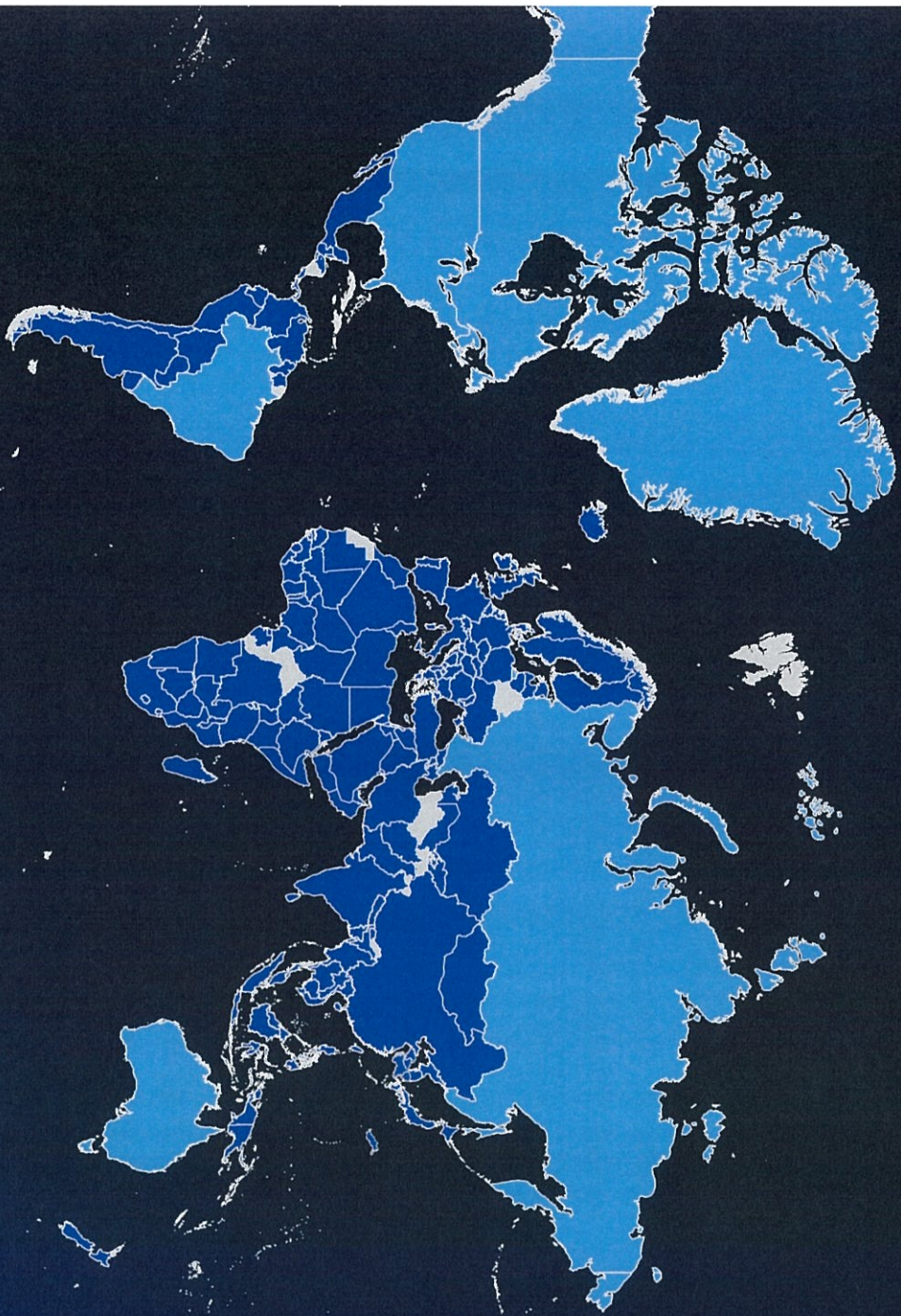
This document is not proprietary information, and does not express a political, medical or policy recommendation on how to respond to COVID-19.

It does not cover the full range of issues to consider in deciding how school systems to respond to the COVID-19 pandemic – please see our K12 CxO document for broader issues for school systems including health and safety, school meal delivery, personnel, operations and financial considerations.

This document was developed to support school systems responding to the **COVID-19 crisis**.

- This document is **intended for internal use only**
- This document is **undeviatingly continuous development**. This version focuses on what to do in the first weeks of the crisis
- Identified approaches and case studies are based on public sources and are **not confirmed by official sources**

# Governments are closing schools in response to COVID-19 spread



- Country-wide school closure
- Local school closure

Every week of learning missed has substantial personal and societal costs

18

Country-wide school closure

Countries implementing localized school closure

1,542,412,000

Children affected

# McKinsey's core beliefs on ed-tech remain valid in ramping up remote learning to respond to COVID-19, but trade-offs will need to be made

Keep the focus on instruction

Use the technology that is already there

Integrate with the curriculum

Use in-person instruction important where possible

Design for adoption

Find a place with a great need

Engage stakeholders from the beginning

Technology solutions could be deployed in the service of high-quality instruction, and need to be evaluated based on their impact on instructional practices

Behaviors and outcomes change in systems when the solutions are based on the level of technology and infrastructure available (e.g., SMS texts vs. video streaming in low bandwidth regions)

Using materials developed for curriculum-specific purposes yields increased buy-in from teachers, administrators and governments, and enables impact tracking using existing testing methods

While the jury is still out on the “perfect balance”, research has shown that “blending” technology with in-person instruction is more effective than remote-only instruction

Technology does not need to require significant training to be used effectively; high-quality design can ease adoption by even teachers and students with low tech fluency

Technology will be used if the intended users crave the solution that it provides – finding users with the right needs is nearly as important as designing the right solution

There is deep distrust of technology in many communities, but engaging stakeholders in a dialogue grounded in student learning and that highlights the human benefits of the change can increase overall success rates

# Remote learning enables continued education for all ...

Remote Learning occurs when the learner and instructor, or source of information, are separated physically and hence cannot meet in a traditional classroom setting

Learning is typically, but not always, transmitted via technology (email, online platforms, discussion boards, video conference, audio bridge) so that no physical presence in the classroom is required

Remote learning can occur synchronously or asynchronously or through a combination of the two:

**Synchronous learning:** students and teachers meet virtually (e.g. video-conferencing) for real-time lessons and discussion

**Asynchronous learning:** students participate in self-paced on-demand learning - this may include videos, pre-designed curriculum – could be offline through TV/radio, and remote assignments, as well as specially designed adaptive software

# ... but most school systems are not prepared



Less than half of all teachers in developed systems are trained in the pedagogical use and even fewer in developing countries



Resources for remote learning are widespread but choice can be overwhelming, and it is hard to judge quality and curriculum alignment



Not all students have access to prerequisite of devices, internet, and a quiet place to learn



Limited capital and operational capacity to make procurement decisions, protect student privacy, and scale quickly

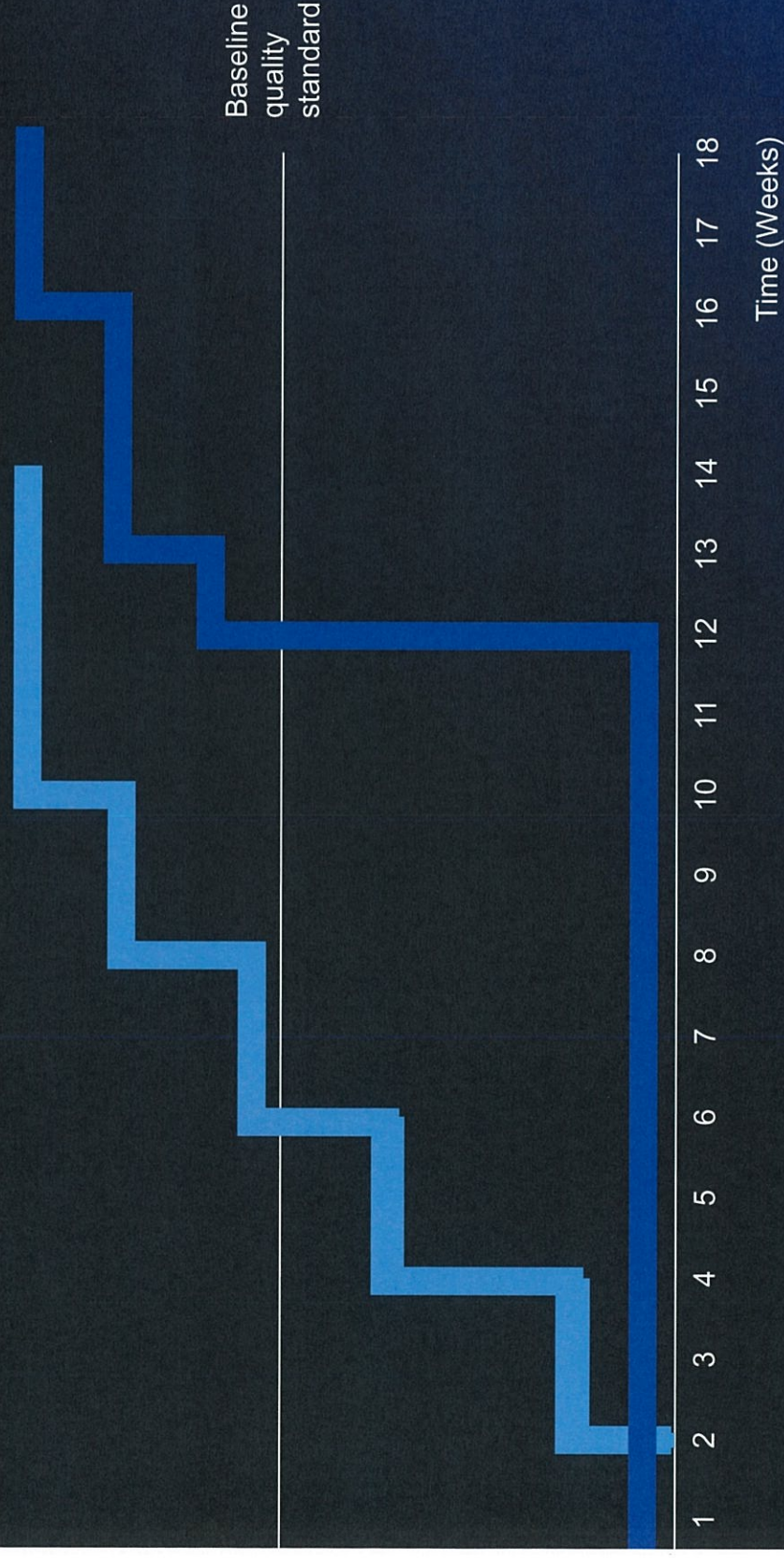


Response is fragmented across federal, state district and school level

# School systems have a choice to adopt a more agile approach that lets minimum viable products to students quicker, and may therefore reduce learning loss

More learning impact over time<sup>1</sup>

Impact



Baseline quality standard

## Rapid deployment

- + Quick impact by learn as you build
- + Minimize gap in instruction and routine
- Lower quality at start may alienate early adopters
- Increased stress on personnel

## Standard deployment

- + Quality product out the gate
- + Learn from early deployers
- Lost instruction time for students due to slow rollout
- Difficult to re-engage students after break

<sup>1</sup>Frequency of iteration dependent on degree of centralization, strength of infrastructure, among other factors

# Week 1' remote learning might look very different depending upon starting circumstances

|  | Low tech maturity countries   | High tech maturity but low adoption  | High tech adoption in schools   |
|--|---|--|---|
| Derivatives for schools                | <p>Teacher-student interaction limited or through smart phones</p> <p>Use of printed material for reading/assignments</p>   | <p>Quickly adapt in-person curriculum using video conferencing and offline assignments</p> <p>Build sophistication of adaptive learning and assessment software and curriculum aligned content over time</p> | <p>Roll out of virtual learning systems with advanced learning features</p> <p>Facilitation of peer-to-peer interaction, practice assignments, interactive channels</p>       |
| Derivatives for governments/regulators | <p>Mass instruction via readily available platforms, TV, and radio</p> <p>Ensure internet access for whole population</p> <p>Provide blueprint of options for schools to follow</p> | <p>Help coordinate adoption of online learning at scale</p> <p>Ensure internet access for whole population</p> <p>Provide devices to students</p> <p>Provide blueprint of options for schools to follow</p>  | <p>Facilitation of online assessment and grading</p> <p>Provision of centralised support for individual schools</p> <p>Provide blueprint of options for schools to follow</p> |

**The context of the region/ system is extremely critical in adopting the right model for remote learning. School systems could assess their maturity and technology adoption in order to establish the starting point for rolling out remote learning solutions**

# apid scaling of remote learning can happen in as little as a week, and requires multiple iterations to keep improving continuously

**gn and enable:** Establish a clear vision and create pre-conditions for success

**1-2 days**

Set-up **agile team** to lead project management and stakeholder communication

**Align with leadership on the vision** for remote learning, **guardrails for success** and necessary **tradeoffs**

Assess the **current state of infrastructure** (e.g. student access to broadband and devices) and fill major gaps to ensure equity among all students<sup>2</sup>

**Design and setup:** Make key design choices around platform, content, and devices

**2-3 days**

**2a** Determine the **channel, platform and devices** required for delivering content / instructional material; identify partnerships with providers

**2b** Agree on **curriculum-aligned content sources** to be leveraged by grade-level

**Pilot:** Roll out remote learning in phases to teachers and students

**2-3 days**

**3a** Roll out the channel, platform and process in waves to **teachers**, with rapid training and expectation-setting

**3b** Roll out the platform, devices, internet connection, expectation, training and content in waves to **students and parents/families**

**Monitor and adjust:** Continuously improve in response to feedback

**Ongoing**

**4a** Identify and monitor **key indicators** to track implementation (adoption, satisfaction, test scores)

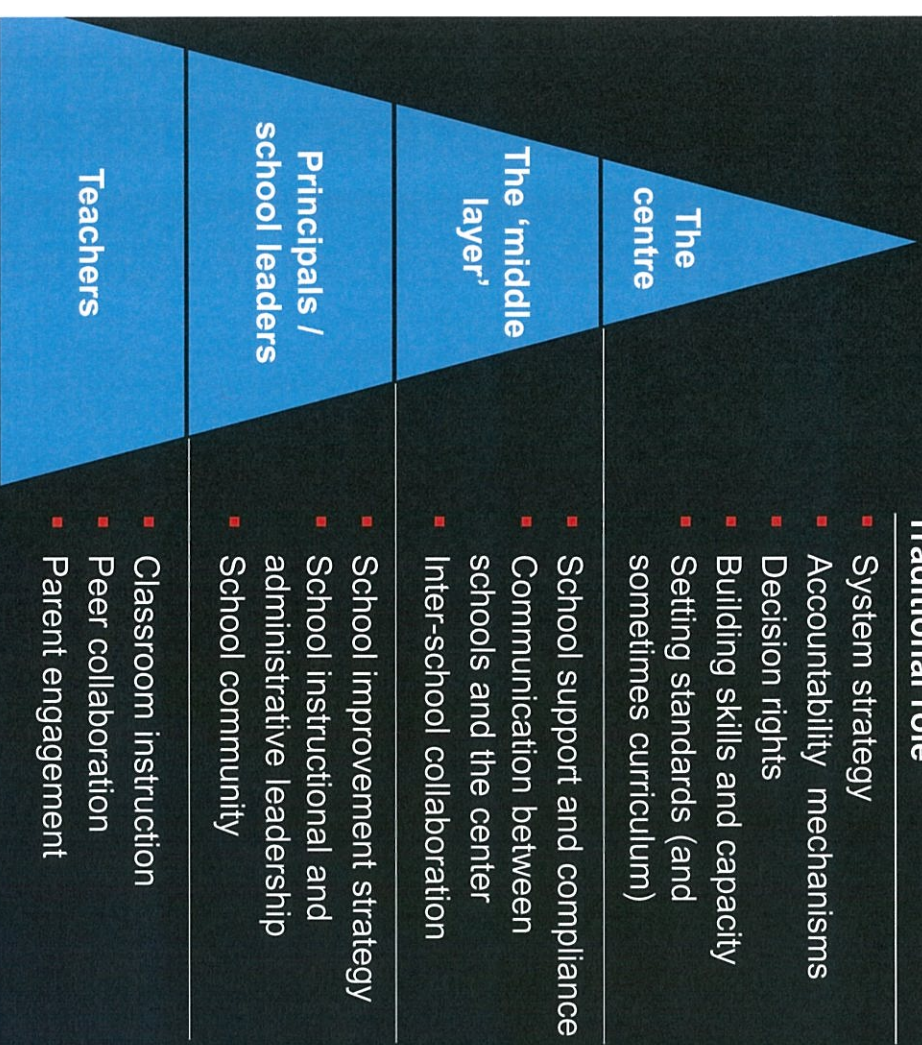
**4b** Launch initiatives to ensure equity among vulnerable students (e.g. low-income, special education, immigrant)

**4c** Make critical **policy decisions** around assessment, grading and progression

**1-week timeline<sup>1</sup> to quickly stand up a basic remote learning model**  
**In normal circumstances this process could take ~4-6+ months**

<sup>1</sup>Speed of implementation depending on maturity

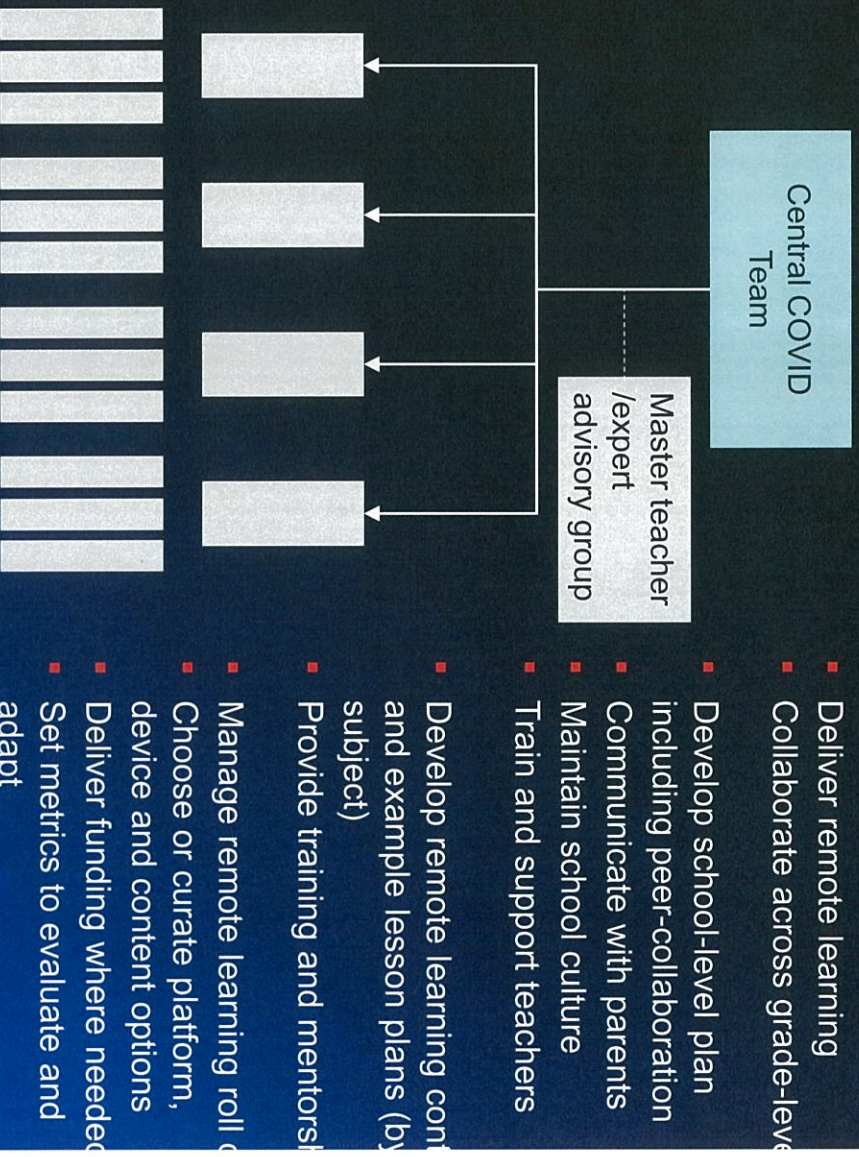
# Where all of these decisions get made is going to depend upon the level of centralization in each education system, but a central COVID-response team can help even in decentralized systems



## Traditional role

- System strategy
- Accountability mechanisms
- Decision rights
- Building skills and capacity
- Setting standards (and sometimes curriculum)
- School support and compliance
- Communication between schools and the center
- Inter-school collaboration
- School improvement strategy
- School instructional and administrative leadership
- School community
- Classroom instruction
- Peer collaboration
- Parent engagement

## EXAMPLE COVID-19 structure (centralized system)



More detail on next p

# A central agile team can drive initiatives, program manage and communicate with all stakeholders

Initiative

**Delivery Team**  
(5-15 people)

## Project Managers (1-3 managers)

- Manage the overall process and maintain communication across stakeholders
- Set-up cadence and coordination for delivery team
- Gather 'master teachers' or community of experts who can curate content for the curriculum
- Develop strategies and incentive structure to keep teachers motivated
- Monitor progress against delivery priorities and identify any roadblocks
- Drive policy level discussions in collaboration with school leaders

## Content Experts (2-6 experts)

- Identify and select content in line with the curriculum
- Identify and refine the content for delivery in coordination with master teacher community<sup>1</sup>
- Adjust pace of remote learning and content based on student/ teacher inputs
- Develop training modules for teachers, parents and students

## Data Analysts (2-6 analysts)

- Align on IT needs, platforms, and devices needed for remote learning
- Help with roll-out of programs and rapid teacher onboarding
- Track implementation of remote learning, including adoption and satisfaction
- Develop feedback mechanism and surveys to capture insights from teachers, parents, and relay it to content experts to incorporate change

<sup>1</sup> could be content experts or personnel responsible for school inspection

# System leaders need to set vision, and agree where on the agile standard deployment spectrum they sit



## Advantages of an agile scaling approach

**Speed vs quality**  
How fast can we roll out vs. how we aim for highest quality even if it takes time?

- Focus on rolling out material, guidelines and trainings as of day 3
- Iterations after initial launch continuously improve quality using feedback loops



## Considerations when scaling agile

**Rollout vs coverage**  
How can we think about covering all students vs. gradually increasing access?

- Rolling out in waves, iteratively expanding access to all students.
- Learning outcomes are maximized by reducing time without learning

- Risk of having lower quality content or methods in the first week, which require iterations to fix
- This approach may not cover all students in the first week or weeks, creating or worsening inequities initially

**Present vs future**  
How do we focus on today's needs vs. future? Or setup for the future?

- Focus on immediate challenge at hand and tackle learning gaps fast with tools that are readily available

- Using readily available tools might inhibit development of future-proof platform that can support long-term full digital transformation of school system

**Fast vs secure**  
How much cyber-risk are we willing to tolerate?

- Rolling-out fast limits capacity to enhance high security for all. Development of new tools will prioritize content and access over security concerns
- Improved in following iterations

- Overlooking cyber security concerns might block effectiveness of roll-out in initial phase
- High-security setup may take too long to build and be hard to use

# Assess the current state of infrastructure to make informed decision on design choices in filling major gaps

## School infrastructure

LMS or student coordination mechanism in place?

- Student, parents contacts
- Synchronous learning
- Asynchronous learning
- Document storage

What is existing software license inventory?

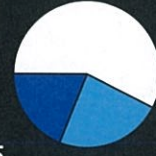
- Video-conferencing
- Assessment tool
- Instruction tool

## Student & staff infrastructure

Are there internet for accessing online software?



Are there devices with adequate specifications?



Can these be distributed, printed or picked up?



## How to baseline? (non-exhaustive modes)



Surveys & Polls



**South Korea:** Ministry of Education conducted a nationwide survey for parents understand childcare needs



Emails



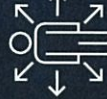
**USA:** Most of the teachers have been in contact with parents through email



Phone calls



**Singapore:** Teachers have the ability to individually check-in with students through phone call, could be used to gather additional data



WhatsApp groups



**Belgium:** Schools are communicating with parents and students over WhatsApp group

Based on local knowledge and demographics, schools can make an informed decision on what kind of infrastructure exists among households










# How to determine the channel, platform and devices required for delivering content/instructional material

| Evaluation criteria   | Connectivity requirement                                  | Fit with existing need and infrastructure   | Cost – budget availability and constraints  | Time to implement:   | Features and functionalities  |
|-----------------------|---|---|---|--|---|
| <b>Infrastructure</b> | What options are available for online and offline access? | How many channels will need to be utilized to reach all students?   | How can the budget be allocated across multiple channels?   | How long will it take to implement one/multi-channel approach?   | Are the channels interactive or direct?   |
| <b>Channel</b>        | Does the platform support online and offline access?      | Which licenses currently exist? Can the new platform handle school capacity? Can the platform be easily integrated with other devices?  | Which platform licenses fit in the budget? Are there free platforms that can be leveraged? Which companies can be partnered with for discounts? | How much back-end integration is required? Is there sufficient IT support (internally or externally)? How much training is required before roll-out? | Does it support synchronous/asynchronous features? Can it support structuring large data and supporting large groups? |
| <b>Platform</b>       | Does the device support online and offline access?        | Which devices can run the platforms? Which ones already exist with families? Which devices can be loaned to staff/student demographics? | Does the device procurement and maintenance meet budget constraints? Which companies can be partnered with for discounts?                       | Are there existing vendor relationships for procurement? How easy is it to distribute them?  | Does it support interactive features? How quickly can staff/students master the use of services?                      |
| <b>Device</b>         |   |   |   |  |   |

# 1. Different platforms offer different combinations of functionalities; multi-channel approach might be needed for better outreach to students

@Emma: feel free to make inline edits

Not E

| Examples  | Description   | Which scenario is it suitable in?  |
|---|---|--|
|             | <ul style="list-style-type: none"> <li>Ability to provide <b>synchronous and asynchronous instruction</b></li> <li>Can be used for live streaming, interaction through chat, whiteboards</li> <li>Teachers/students can upload assignments, videos, tests and grades</li> </ul> | <ul style="list-style-type: none"> <li>Most feasible in a high tech maturity environment</li> <li>Suitable for middle/higher grade students who are largely self-dependent to navigate through different features</li> </ul>   |
|    | <ul style="list-style-type: none"> <li>Ability to chat live with students</li> <li>Requires good internet/bandwidth in order to stream video</li> </ul>   | <ul style="list-style-type: none"> <li>Enables shift of in-person content to virtual classroom</li> <li>Suitable for younger students who need live teacher support</li> </ul>   |
| Existing school emails + textbooks  | <ul style="list-style-type: none"> <li>Enables students to access reading material, assignments and tests</li> <li>Non-interactive, leverages pre-designed material</li> </ul>  | <ul style="list-style-type: none"> <li>Suitable in a low tech environment where internet connectivity is minimal/poor</li> <li>Requires more student discipline since keeping accountability remotely is difficult</li> </ul>  |
| Fine pre-signed platforms   | <ul style="list-style-type: none"> <li>Enables students to access reading material, assignments and tests</li> <li>Non-interactive, leverages pre-designed material</li> </ul>  | <ul style="list-style-type: none"> <li>Most suitable in rural areas with no/minimal internet penetration (supplementary learning in urban areas)</li> <li>Suitable for all age groups as long as the material is differentiated and scheduled per grade level</li> </ul> |
|     | <ul style="list-style-type: none"> <li>Primarily enables synchronous instruction and personalized learning for students</li> <li>Interactive features for better student connection</li> </ul>  | <ul style="list-style-type: none"> <li>Suitable for all ages; helpful in an environment where differentiated student support is needed to ensure student adapt based on their learning needs</li> </ul>  |

# 10. Agree on curriculum aligned content sources to be leveraged by grade level

ideal content library  
cludes:















- entralized platform that  
gregates digital content  
pped to the curriculum
- aching aids that provides  
icture e.g. grouped by  
e and subjects
- mmunity platform  
ere teachers can create  
d peer-review teaching  
content

In the current situation for COVID19 response, the content can be kept simple at first which will allow ministries/ institutions to gain time and roll out comprehensive learning modules



## b. Schools moving remote due to COVID-19 are taking a variety of strategies for remote learning

trative

| chetypes                  | Description   |
|---------------------------|---|
| tual<br>ssroom            | Students and instructor meet virtually (e.g., video conferencing) for lessons and submit coursework through a portal to directly adapt traditional classroom experience for distance learning<br>      |
| re-designed<br>curriculum | Students participate in <b>self-paced, pre-designed curriculum</b> - typically created by a vendor as a 'massive open online course' (MOOC) – for students to self-teach material with series of remote assessments to evaluate learning.<br>    |
| aptive<br>urses           | Online education platforms that use standards-based learning to create <b>custom learning journeys that adapt to a student's mastery</b> of the material.<br>    |
| brid model                | Combination of virtual classroom and self-paced remote learning where students receive instruction through self-paced portal but <b>teachers provides additional tutoring</b> through remote interactions to facilitate more individualized learning<br>    |

e: Press research, company reports, expert interviews

Schools moving remote due to COVID-19 are most commonly choosing a virtual classroom model as this is most easily adaptable from traditional classroom mode

However, a hybrid learning model can be quickly adopted with limited teacher training to improve learning outcomes and best leverage the benefits of remote learning

Most effective models seen for schools using platform they already had developed the past therefore minimizing effort to test, train and iterate

McKinsey & Company

# o. Remote learning content, curriculum and timing will need to be differentiated based on age group

| Required interaction with different age groups   | In-person only   | Fully remote   |
|--|--|--|
| <p><b>Age &lt;6</b></p> <p>Parents, teachers or caregiver support required for the whole time. Activities to keep them engaged</p> | <p><b>Age 6-9</b></p> <p>Parental help required for the most part for remote learning especially transitions (starting new activities, submitting)</p> | <p><b>Age 9-12</b></p> <p>Light parental support is enough to complete remote learning</p>   |
| <p><b>Age 12-18</b></p> <p>Self-sufficient, can work remotely, freeing up time teachers for individual support</p>                 | <p><b>3-4 hours</b></p> <p>Viable through remote means with teacher or parental support</p>  | <p><b>4-5 hours</b></p> <p>Viable through remote means as long as authenticity can be verified For ages 16-18, prep for summative assessments may be needed?</p> |
| <p><b>Learning time per day<sup>1</sup></b></p> <p>&lt;1 hours (optional)</p>  | <p><b>2-3 hours</b></p> <p>Viable through teacher interaction</p>  | <p><b>3-4 hours</b></p> <p>Viable through remote means with teacher or parental support</p>  |
| <p><b>Assessments</b></p> <p>Not viable</p>  | <p><b>2-3 hours</b></p> <p>Viable through teacher interaction</p>  | <p><b>3-4 hours</b></p> <p>Viable through remote means with teacher or parental support</p>  |

equivalent of a school day, doesn't include homework time; WHO guideline for younger students assessment need is critical for Ages 16-18 (high school graduating students) to prepare for college; also differs based on regions

# a. Rapidly train teachers in teaching with remote learning solutions to build remote teaching capabilities

Sample topics in the back

## Who needs to be trained?

- School leaders from various regions
- Content experts (master teachers)
- School teachers (could be grouped grade wise)
- Functional staff to support teachers and families

## What topics could be covered?

- Technical onboarding (new devices, platforms usage)
- Instructional topics (remote lesson planning, assessments, etc)
- Pedagogical topics (student engagement, community involvement, etc)

## How could it be delivered?

- In-person training
- Live streaming/online modes of interaction
- Offline training material (videos, reading material)
- Teacher collaboration

## Considerations

- ✓ Assess specific leader/ teacher capabilities or familiarity with remote teaching
- ✓ Develop incentive structure for sustained engagement of teachers
- ✓ Identify facilitators for conducting training

- ✓ Prioritize and cascade the training modules
- ✓ Develop workplan for ongoing support and ramp-up
- ✓ Design relevant content for training
- ✓ Create teacher collaboration networks and/or mentorship for better support and leverage

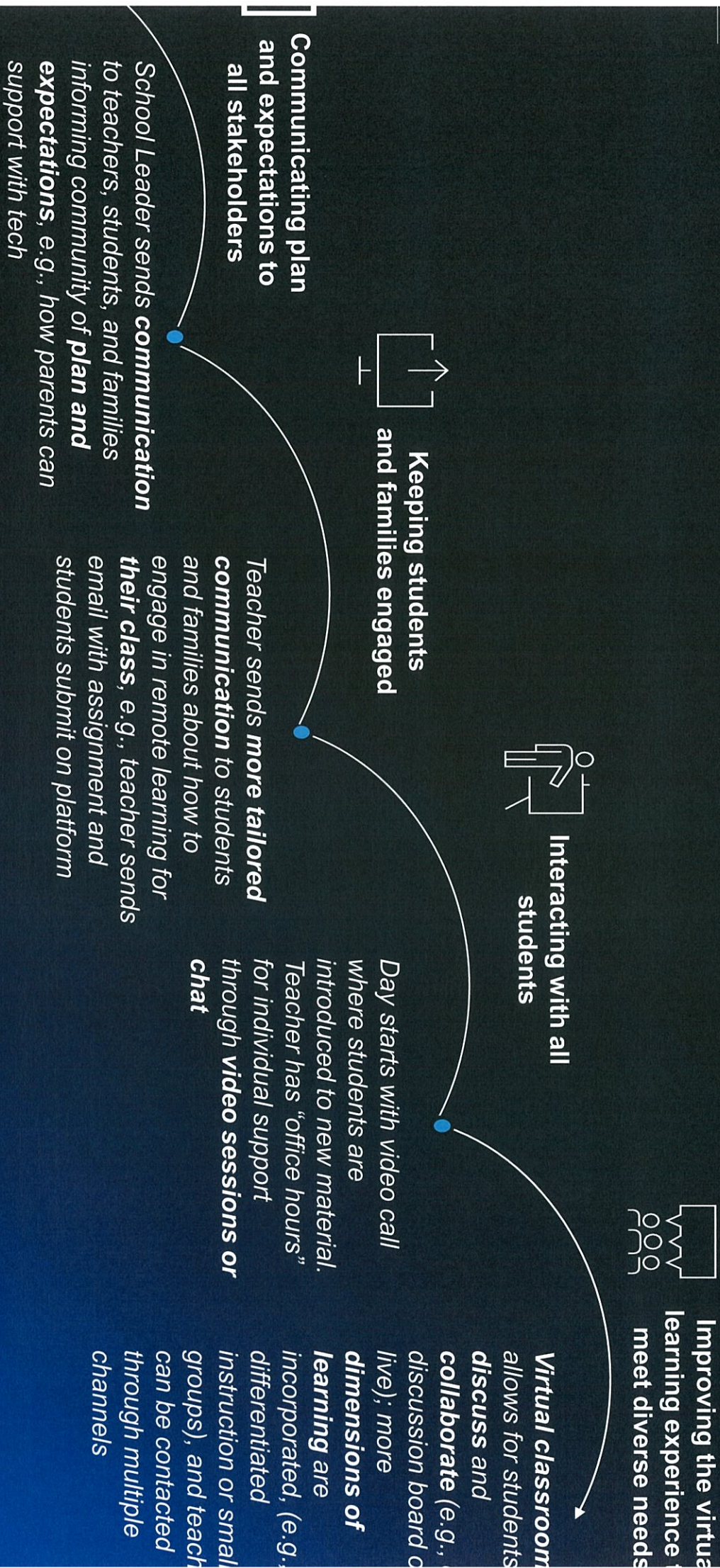
- ✓ Identify lockdown situation in your region and prepare accordingly
- ✓ Evaluate device and connectivity needs in order to deliver effective training
- ✓ Send out required material in advance for better preparation

**Teacher motivation and support is one of the most critical enabler for success in remote learning**

Important for school leaders to **motivate teachers on a daily basis** and provide a **strong feedback channel** to get honest input and refine the approach for teacher support

# o. Roll out the platform and process in different waves, while continuously improving learning experience

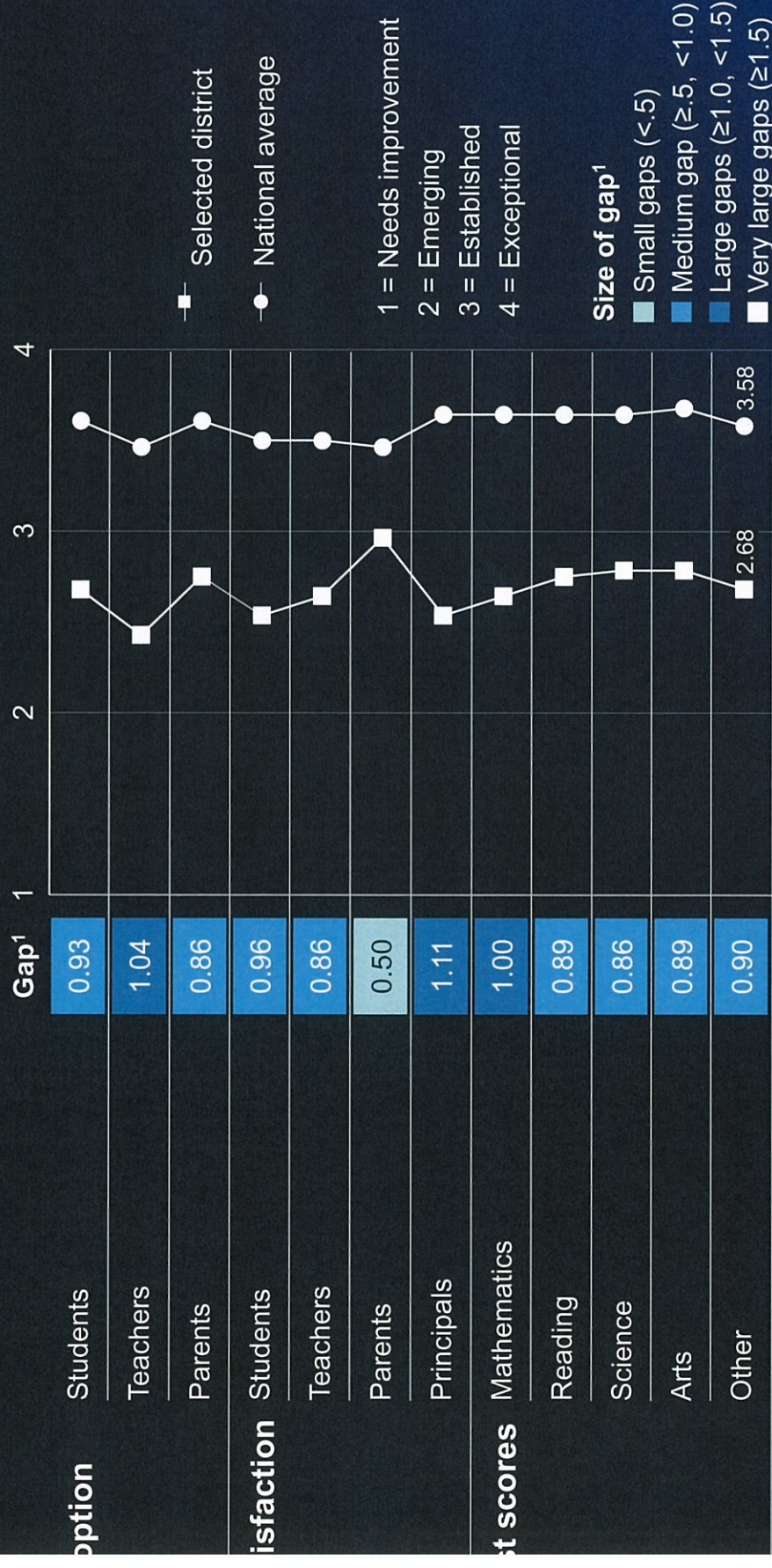
Example



# How to choose and monitor key indicators to track successful implementation

Monitoring and benchmarking of selected district to national average

Sample Output



To monitor successful implementation a set of indicators needs to be chosen. These can be both process-oriented (eg adoption) or outcome-oriented (eg test scores)

Monitoring of the chosen indicators should be done relative to previous performance or required performance or peer benchmarking

<sup>1</sup> Difference between level of selected district and national average

## 4b: Launch initiatives to move towards all-inclusive education

Research shows that performance gaps by social class take root in the earliest years of children's lives and fail to narrow in the years that follow

Similarly the gap exists in students who need special education or immigrant students whose parents are not educated in the country's native language

In order to ensure the gap doesn't increase, it is critical to ensure all students are provided support through distance learning as schools respond to COVID19 situation

### 1 Students with Special Needs



**Estonia:** Ministry of Education provide distance learning support for children with special needs on a case-by-case basis; Innov Rajaleidja service centers also provide remote consultative services, webinars and remote resources to parents

### 2 Lower Income Students<sup>1</sup>



**France:** Efforts are being made to lend devices and provide printed assignments to the 5% of learners who do not have access to the internet or computers



**China:** Ministry of Education partnered with state TV network broadcast classes to primary school students, including those remote rural areas with weak network signals



**USA:** Students receiving free/reduced meals at school are being offered grab-n-go meals at schools (Central Florida, California food distribution sites (Michigan))

### 3 At-risk Students



**Singapore:** Teachers call absent students daily to check on how they are doing and created multiple ways to ensure academic weak students are covered live streaming classes, remote office hours, remote training and self-help guides

### 4 Immigrant Students/ Non-native language Speakers



**Peru:** translated contents into 10 indigenous languages and developed materials on the socio-emotional aspects of education to help learners deal with isolation

1. Significant challenges with rural students in developing countries

# o: Launch initiatives to move towards all-inclusive education

|       |         |         |         |
|-------|---------|---------|---------|
|       | Phase 1 | Phase 1 | Phase 2 |
| Pilot | Phase 1 | Phase 1 | Phase 2 |
| Pilot | Pilot   | Pilot   | Pilot   |

High  
 ↓  
 Low

younger, younger, special  
 needs, special  
 education need

support needed  
 revision and  
 guidance from  
 teachers and/or  
 parents

older age  
 group, academically  
 lagging students

Minor  
 → Major

Investment required to reach target groups  
 e.g., students with established infrastructure  
 e.g., groups with weaker/no infrastructure set-up

- **Tailored strategy** required to reach each of the groups and provide differentiated support
- **Phased approach for roll out** will enable outreach to students as quickly as possible
- **Involvement of parents/communities** will be critical for younger age group, students who need special help, academically weaker students which will need additional time
- Additionally, there will be increased time and effort required to **set-up infrastructure** or provide offline learning to students that are difficult to reach
- **Counselling support** may be needed to enable students and families adapt to the new ways of learning (e.g. setting up norms, finding quiet place to study, grasping content from digital material remotely)
- In some cases, **policies will need to be influenced** to set forward direction and increase funding

# c. Identify policy decisions that need to be made

Example

## Category Potential decisions to make

## Country example

are student outcomes assessed as schools move to remote or take-home learning?

- Keep/postpone/cancel summative exams
- Adapt existing exams to effectively assess learning outcomes remotely e.g., switching to remote or take-home exams, re-structuring exams into smaller learning assessments
- Define criteria for grading and progression

Netherlands scrapped central exams in secondary schools for 2020, giving schools the authority to decide on progression to the next year

What standards could be adopted for distance learning?

- Set standards that reflect different needs for distance learning, e.g., primary school students may need more teacher-led interactions vs. secondary students are more autonomous in ability to learn
- Systems set up an **aspirational framework** based on best-in-class distance learning standards that schools can adapt to with more time, planning, and resources
- Adjust curriculum and learning standards longer-term as needed

Fairfax county has developed a differentiated guideline for students in elementary school, middle school and high school along with special guidelines for students with special needs to reach 189,000 students through a multi-channel approach

What adjustments need to be made to the school calendar to meet student needs?

- Postpone or advance school holidays to build response capacity
- Extend distance learning or re-open schools following health guidelines
- Set start date of new school year and accommodate enrollment of new students; adjust school holidays as needed to make up days

UAE advanced the Spring holidays by 3 weeks while rolling out a distance learning initiative. During the second week of this holiday, teachers were required to follow digital training

How will vulnerable groups be defined and supported?

- Select target groups and define criteria for inclusion
- Determine additional supports needed beyond tier 1 remote learning instruction, e.g., additional interventions, nutrition, etc.
- Prepare re-integration before introduction of physical classes

UK defined vulnerable children as those with a social worker and children and young people up to the age of 25 with education, health and care (EHC) plans

How will budget be allocated to support remote learning?

- Free up resources to finance additional measures, e.g., infrastructure investment requirements
- Provide compensation for education personnel when efforts are required outside contract time (e.g., training in holiday)

The Florida Department of Education is offering \$200 stipends to the first 10,000 state-certified teachers who successfully complete the virtual teacher training

# Backup

# a. What topics could be covered for teacher training?






Exhaustive

 High priority  Medium priority  Low pr







## Category

### Topics





#### Technical Boarding

-  Access and navigate the platform
-  Conduct sessions, record and post assignments (screen sharing, bringing multiple participants, etc)
-  Manage interactive features (breakout rooms, whiteboards, polls, etc)
-  Leveraging advanced features such as data collection and analysis
-  Navigate logistics for delivering content (mail, email, text/messages, phone call etc)

#### Instructional Design

-  Create a virtual lesson plan for remote delivery
-  Create learning menu for guiding students' day
-  Create and administer assessments ensuring student equity
-  Gamify student learning and conduct non-academic activities
-  Balance modes of student engagement (synchronous vs. asynchronous distribution)
-  Deliver lesson remotely and post effective assignments

#### Student Engagement Strategies

-  Engage students remotely through different channels (e.g. CFU, discussions)
-  Differentiate engagement strategy based on student requirement
-  Incentivize students in a remote environment
-  Behavior management