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Adaptation to Remote Learning of Non-Formal Education Programs for Refugee Children in Lebanon

INEE Meet-Up Event

23 April, 2021



People for development



Implemented by



BACK TO THE FUTURE II

AT A GLANCE

A protective and nurturing environment to increase access to School, inclusion and retention for Children impacted by the Syrian Crisis in Lebanon and vulnerable Lebanese.

OBJECTIVES

- **Overall:** To guarantee a protective learning environment to vulnerable girls and boys in Lebanon.
- **Specific:** To support access to quality basic education and protection services for vulnerable girls and boys in marginalized communities in Lebanon.



In collaboration with
MEHE-PMU Reaching All
Children with Education
2017-2021 (RACE II)



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With the support of
EU Regional Trust Fund in
response to the Syrian crisis,
the EU Madad Fund

In line with Lebanon Crisis Response Plan (LCRP) 2017-2020



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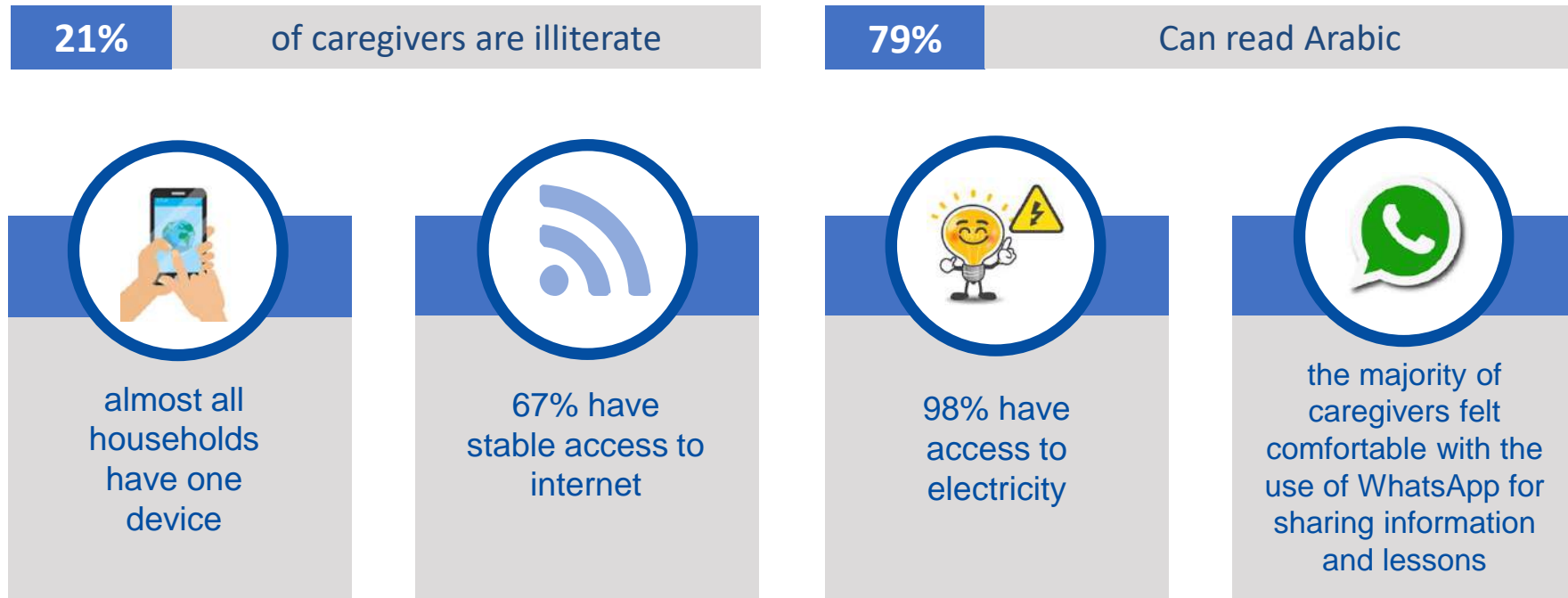


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BACK TO THE FUTURE UNDER COVID-19 PANDEMIC

Adaptation of Non-Formal Education activities to remote learning during the COVID-19 pandemic



Based on findings from the Learning Readiness Rapid Assessment (LeaRA) conducted by Education Partners of the UN Inter-Agency Coordination in Lebanon in March-April 2020.



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I LEARN FROM HOME METHODOLOGY



Flashcards

Topics

Literacy ▪ Maths ▪ Social & Emotional Learning ▪ Health & Hygiene ▪ Natural World ▪ Human World

Activities

- Games
- Songs
- Interactive Stories
- Classroom Management

How-to videos

Languages

I LEARN FROM HOME METHODOLOGY



1 Curriculum plan



2 Shoot



3 Edit



4 BTF distribution



5 Caregiver delivery



6 Feedback (& repeat)



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Challenges

- Connectivity
- Education level of caregivers
- Creating a distance learning routine
- Finding new pedagogical approaches



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BEST PRACTICE

Taking Into Account The Reality

User friendliness:

Easy to access

Easy to understand

Easy to implement



WhatsApp was used as preferred platform for delivering the lessons, based on the caregivers stated preference as per LeaRA.



Content was concise, simple and in Arabic, to ensure correct and immediate understanding of the activities.



it was possible to implement all the activities at home, BTF provided enrolled children with the CB-ECE books, stationary kits, and internet data bundles for those in need.



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BEST PRACTICE

Caregivers' Engagement:

- The teaching role empowered the caregivers.
- Created a routine for both adults and children.
- Gave caregivers the opportunity to also LEARN!
- Strengthened parental bonding by providing a playful activity to enjoy together



Empowering facilitators and teachers

- Capacity building, mentoring and coaching in remote and blended learning (pedagogy, assessments and digital skills).

How to maintain a safe and inclusive learning environment?



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BEST PRACTICE

Child Safeguarding	Inclusion
Adaptation of the child safeguarding policy to prevent Child Protection risks	New comfortable environment created with the support of their caregivers
Tailored communication guidelines for remote activities	Provision of needed specialized services



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RECOMMENDATIONS

- **Integrating child protection into programs** to ensure holistic approach to education.

- **Thinking innovative approaches** in terms of skills for remote, safe identification, and referral of children at risk, are required to continue reaching children at risk of abuse, violence, neglect, and exploitation.

- Education actors should **build on the holistic approach best practices** as seen through the active involvement of caregivers in the education of their children.

- **Investing in social emotional learning** through play-based approach in early childhood education, which has proven to be highly effective.



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DISCUSSION

- **What were your methodologies in distance learning? What about your best practices?**

- **What practices from distance learning will you consider taking forward beyond COVID-19?**



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THANK YOU



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