



Samaj Kalyan O Unnayan Shangstha (SKUS) – Street Child UK

Project Closure Report

Last Mile Learning: Education at Home

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Project Closure Report – Education at Home

Summary

SKUS is a non-profit and non-government voluntary women led development organization which is duly registered with the NGO Affairs Bureau of Bangladesh. SKUS has been working since 1995 to empower the poor and vulnerable people and create self-financed, self-employed and self-empowered communities with increased capabilities by providing need-based services and supports like child health, sanitation, child education, HIV/AIDS prevention, child protection, prevention of gender-based violence, emergency humanitarian responses to vulnerable communities.

Street Child has partnered with SKUS to develop a self-sufficient remote instruction framework which will be effective in emergencies and extremely low-resource environments, and to engage children who are learning without technology or parental guidance in the Rohingya refugee context. Currently in early stage testing in other emergency contexts where COVID-19 has driven children out of learning aged 6-11, living in Bhashanchar.

In this program, SKUS developed a remote based learning module with the help of a third-party consultant and implemented this module within the FDMN children shifted to Bhashanchar from Kutupalong Camp, aged 6-12 years. This module is supported by printed materials and audio recordings on English, Math, Burmese Language and Life skill lessons.

Project Information

Details	
Implemented by	SKUS
Supported by	Street Child
Location	Bhashanchar, Hatiya, Noakhali
Duration	6 Months (Feb 2022- March 2023)
Project budget	USD 33,686
Budget spent	USD 24,286
# Of staff	15 (National-3, FDMN-12)
# Of students	672

Project Closure Report – Education at Home

Project Goals Vs Achievements

Goals	Activities	Achievements	Status	Overall
Adapt / develop remote learning framework including curriculum and lesson plans	<ul style="list-style-type: none"> Identify & hire consultant via our Education Sector partnerships and network Adapt / develop remote learning curriculum which dovetails with Education Sector plans Adapt / develop lesson plans which dovetail with Education Sector plans 	Consultant hired	100%	86%
		Curriculum developed by the consultants		
		Lesson plans developed by the consultants		
Develop and produce printed and recorded learning materials	<ul style="list-style-type: none"> Adapt / develop learning materials – paper-based and recorded instruction Translate learning materials and scripts into Rohingya Print and laminate all paper-based learning materials Purchase 60 solar-powered MP3 players Record relevant lessons onto MP3 players using scripts 	Both materials completed by the consultants	100%	
		Materials were translated with the help of Rohingya volunteers		
		Paper based materials were printed and distributed within the students		
		60 solar-powered MP3 players purchased with memory cards to store audio recordings		
		Audio clippings were recorded as per lesson plan and transferred into memory cards		
Recruit 12 Teaching Assistants and prepare them for program delivery	<ul style="list-style-type: none"> Recruit 12 Teaching Assistants Design 1 x week training course in TaRL, hygiene & program delivery Deliver training to Teaching Assistants in TaRL, health and hygiene (including PPE and sanitizing learning materials) and program management e.g. timings and schedule rotation etc. Purchase & distribute PPE (2 washable masks, 1 box gloves and 1 x hand sanitizer) to staff 	12 Teaching assistants recruited and deployed	75%	
		Consultant designed a training session on new lesson plans		
		Consultant conducted two-day long training session on newly developed lesson plans		
		Due to time restrictions, we couldn't purchase PPE items, this activity has been carried forward to next phase of this project		
Deliver remote learning to 2,310 Rohingya refugee children aged 6-11	<ul style="list-style-type: none"> Finalize cohort of 2,310 children for participation in the program Distribute PPE to students Deliver printed materials / recorded instruction to each child weekly 30-minute weekly check-in per child to address basic learning queries & ensure program retention Carry out baseline, midline and end line assessments of children's learning levels to support programmatic evaluation at program-end Regular check-ins between education manager and Tas to monitor attendance & performance 	575 students enrolled so far in 1st phase of this project	67%	
		Due to time restrictions, we couldn't purchase PPE items, this activity has been carried forward to next phase of this project		
		Printed materials and recorded instructions are delivered already		
		Weekly check-ins are in place per child wise		
		Assessment tools are yet to be developed		
		Weekly check-ins are in place		

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Visual Presentation of Activities



Teaching Assistant interview session followed by new hired TA's receiving contracts



Children at classroom listening audio recordings and receiving printed materials

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Teacher's orientation on newly developed curriculum & lesson plan conducted by consultants at Bhashanchar

Challenges

- CIC approval to implement project in Bhashanchar
- Travelling to Bhashanchar (In & Out both ways)
- Hiring right fit in vacant position due to remote location
- Achieving student target due to cluster and shelter segregation
- Carrying paper-based materials and other logistics due to remote location

Next Steps

- Apply for new FD7 for September 2022 – February 2023 duration.
- Enroll new students to reach out student target.
- Initiate weekly check ins between SC team and BC team.
- Develop monitoring tool to evaluate teacher and student performance under SC M&E Manager's guidance.

Conclusion

COVID 19 leaves the humanity in a burdened edge. During this unprecedented health emergency, a big lapse in education sector is hampering the educational services in the Rohingya camps in Bangladesh. This project has focused on the foundational ideas and concepts of distance education and distance education in emergencies. Distance education in emergencies is a very new concept. The project at Bhashanchar has mapped the principles of distance education or remote learning and also frames the learning delivery modalities, learning competencies, offline games for Rohingya learners, and support systems for EiE practitioners during the COVID 19 emergency for health, mental, and psychosocial well-being.

Thank you.