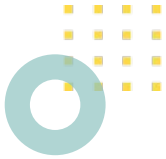


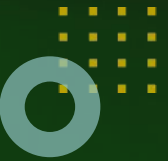
Learning Through the Crisis

Insights in **distance learning** that led to success across our network.

Teach For All
A Global Network



What have we learned about **distance learning** for how we can **reimagine** education?

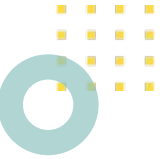


Learning Through the Crisis:

Insights from the Teach For All Network During the COVID-19 Pandemic

Teach For All

A Global Network



What is the Teach For All Network?

Teach For All is a global network of 59 independent, locally led and governed partner organizations and a global organization that works to accelerate the progress of the network. Each network partner recruits and develops promising future leaders to teach in their nations' under-resourced schools and communities and, with this foundation, to work with others, inside and outside of education, to ensure all children are able to fulfill their potential.



How did we create these insights?

These insights were inspired by the numerous stories and case studies that were drawn from our network over the course of 2020. You can view many of these stories from the [#DontStopLearning](#) campaign on the [teachforall.org](#) website.

A group of 35 fellows, alumni, social entrepreneurs and staff members from nearly 20 different countries, brainstormed and co-created these insights from their key learnings. We utilized the design-thinking framework during this co-creation process.



What did we research?

This briefing illustrates research we have done in our network in which we investigated 3 questions:

1. What does great **teacher leadership** look like in a crisis?
2. What have we learned about **distance learning** for how we can reimagine education?
3. What **community conditions** enable great outcomes to happen in a crisis?



How is this information organized?

This information is organized around 3 key questions and the insights that correspond to each of the key questions. Each insight also includes 3 examples and an opportunity to better understand how to apply this insight to your context. Should you choose to learn more, corresponding links to case studies, stories, and examples are included.

We have also included a number of policy recommendations aligned to each of our core questions, based on the insights we have seen to be true across our network.

INSIGHTS

What have we learned about **distance learning** for how we can **reimagine education**?

01

Students who have **learned to learn**, who can self-motivate and work independently, are best equipped for distance learning.

02

The digital divide is a **leadership divide**. Teachers, school leaders, parents and local leaders who commit to leveraging available resources have found ways to succeed in supporting students.

03

Blended learning should be built in as a **permanent feature**. It enables student ownership over learning, differentiation to students' needs, and the facilitation of learning.

04

Distance learning depends on close communications between parent, teacher and student and **explicitly shared responsibility** for student growth.

05

Effectively meeting the distance learning demands of the school community will require **new digital skills**, role responsibilities, and tools for teachers.

06

Infrastructure remains a massive challenge. We must continue to invest in our students' **rights to resources**: school materials, reliable devices, and internet access.

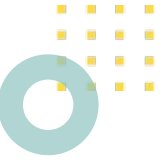


01 | INSIGHT

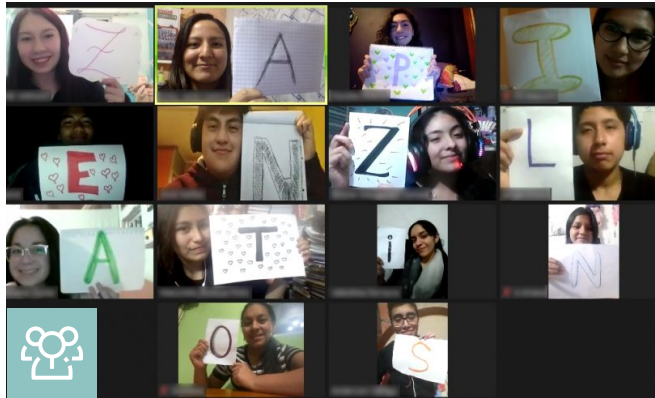
Students who have **learned to learn**, who can self-motivate and work independently, are best equipped for distance learning.



*In discussions with students from across our network, in addition to research that many teachers, alumni, social entrepreneurs and partner staff members across our network undertook, we found that the students who felt the most successful adapting to distance learning were those who felt most confident about their own metacognition. Their teachers had taught them **how to learn**, and this gave the students great agency and confidence to figure out what schedules, resources, and needs for adapting to a new, distanced learning system. This also enabled students to voice what they needed to ease any burdens caused by distance learning.*



01 Students who **have learned to learn**, who can self-motivate and work independently, are best equipped for distance learning



Creating Digital Communities

Members of the Teach For All Network Student Advisory Council created space for each other to come together and support one another's well-being and learning. [See more.](#)



Growing Student Leadership

A Teach For Lebanon alumni and her student explore the different types of crises that affect students as well as successful approaches to fostering leadership in times of crisis. [See the workshop.](#)



Launching a Leadership Camp

Teach For Armenia organized a Leadership Camp for their students to collaborate, and 300 students participated and created video pitches for Community Impact Projects. [Read more.](#)

How Students Can Collectively Lead



Creating Change as a Student

Raghvendra Yadav details his journey as a student, and how a teacher from Teach For India inspired and motivated him to create change in his community. He explains how students can take collective action to make a difference in their communities amidst crisis, including helping teachers to effectively implement online learning for their students.

[Read more.](#)

02 | INSIGHT

The digital divide is a **leadership divide.**

Teachers, school leaders, parents and local leaders who commit to leveraging available resources have found ways to succeed in supporting students.



So many educators across our network displayed true leadership, despite massive challenges in infrastructure and the availability of devices. These educators rose above these challenges by leveraging resources available to them. The following examples show different ways educators across the Teach For All network problem solved solutions that best fit their students' needs.

02 The digital divide is a **leadership divide**

Teachers, school leaders, parents and local leaders who commit to leveraging available resources have found ways to succeed in supporting students.



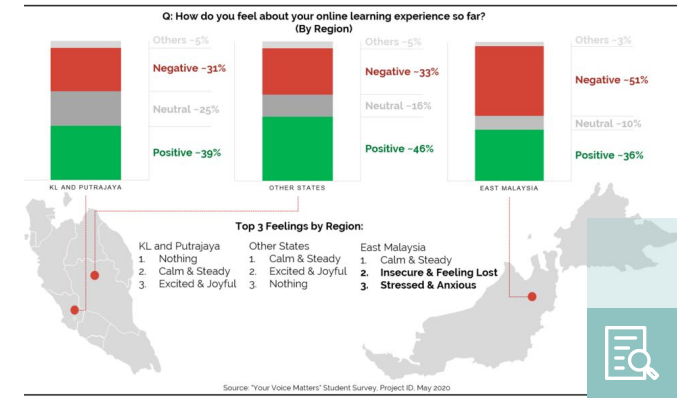
Turning to Low-Tech Solutions

When faced with extreme infrastructure challenges in rural India, Teach For India Alumni and Founder of Shrivastava, created a low-tech solution. [Read more.](#)



Organizing Communities

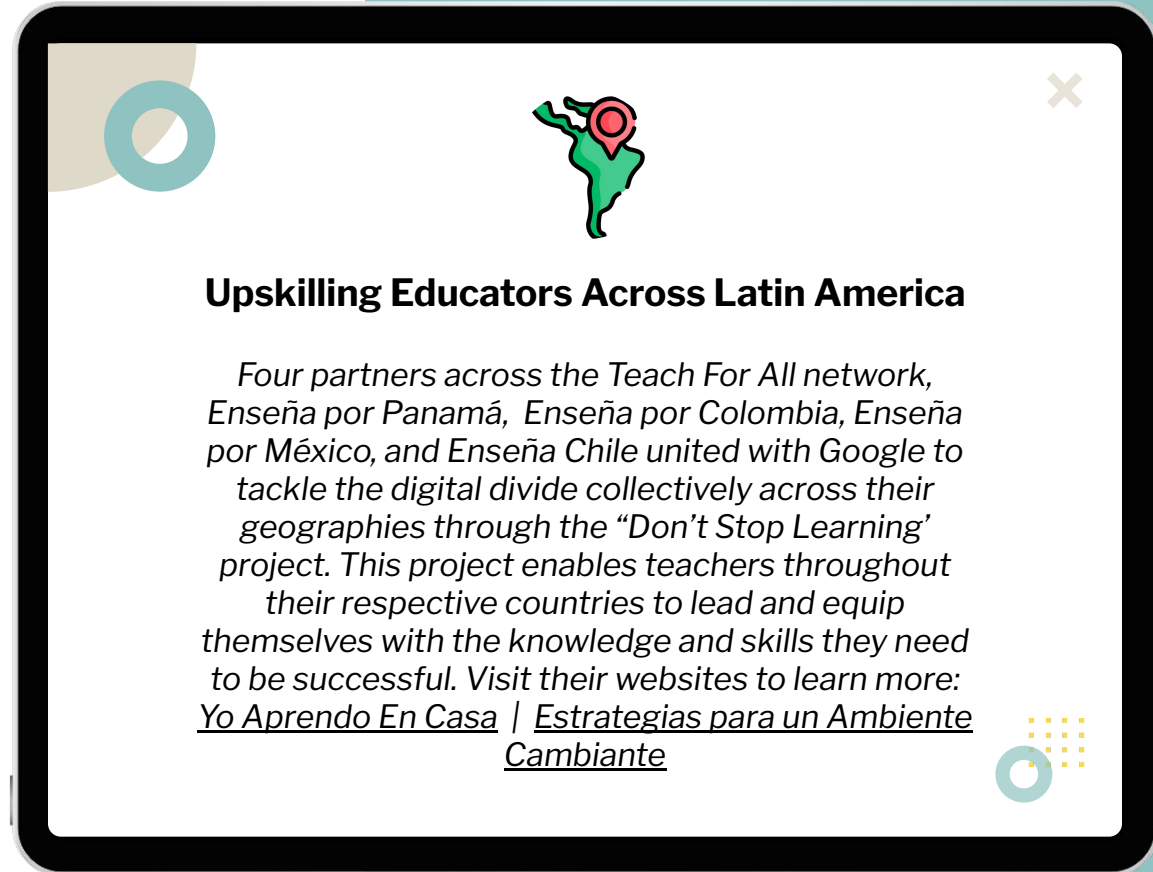
Over 1,000 teachers across our network self-organized into WhatsApp groups called the Teaching Without Internet Alliance. [Read the recommendations](#) they created together.



Responding to Research

Project ID, founded by Teach For Malaysia alumni, captured the voices of students. Co-founder Kelvin Tan, provided key information for teachers to respond to students' digital needs. [Read more.](#)

How To Tackle the Digital Divide



Upskilling Educators Across Latin America

Four partners across the Teach For All network, Enseña por Panamá, Enseña por Colombia, Enseña por México, and Enseña Chile united with Google to tackle the digital divide collectively across their geographies through the “Don’t Stop Learning” project. This project enables teachers throughout their respective countries to lead and equip themselves with the knowledge and skills they need to be successful. Visit their websites to learn more: [Yo Aprendo En Casa](#) | [Estrategias para un Ambiente Cambiante](#)

03 | INSIGHT

Blended learning should be built in as a **permanent feature**. It enables student ownership over learning, differentiation to students' needs, and the facilitation of learning.

Photo courtesy of Enseña por Panamá



Blended Learning is now considered to be a necessary structure in our education systems. We have learned that we must rethink how we incorporate technology into our schools and learning. When we think from this blended-learning lens, we can open up possibilities for our students to take greater ownership of their learning, to differentiate for the various needs of our students, and to better personalize the learning experience for our students. These examples show how our network is investing in blended learning to strengthen student outcomes.

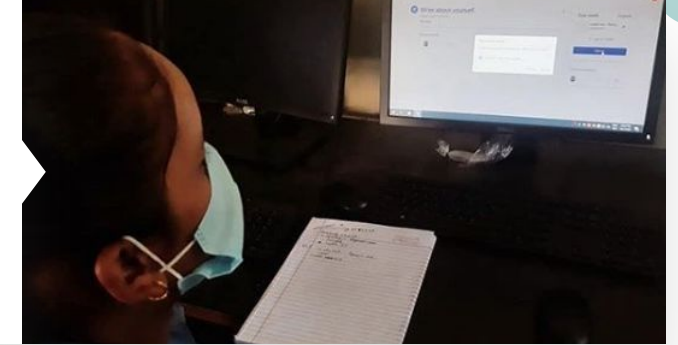
03

Blended learning should be built in as a **permanent feature**. It enables student ownership over learning, differentiation to students' needs, and the facilitation of learning.



Investing in Students' Digital Skills

Understanding the importance of students taking agency through blended learning, Teach For Nepal encourages students to learn practical digital skills. [Read more.](#)



Investing in Teacher Training

Enseña Peru taught over 1,000 master teacher trainers and teachers to adapt their teaching methodologies to reflect the new needs of blended learning. [Read more](#) about their strategy.



Investing in Technology Devices

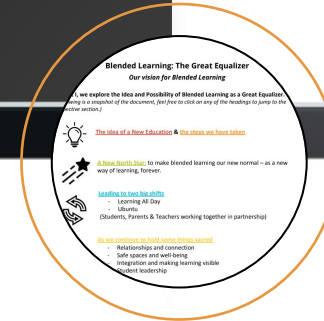
Knowing that access to internet and devices will continue to be an issue after the crisis has subsided, Teach For India launched a device campaign to invest more deeply in blended learning. [See the campaign.](#)



How To Implement Blended Learning

Creating an Organizational Strategy for Blended Learning

*Teach For India has drafted and published their Vision for Blended Learning titled **Blended Learning, A Digital Equalizer**. In three documents they explain their process that informed this vision, how to implement this vision, as well as an appendix of tools they use to help them succeed in this vision. [Read their detailed strategy](#) for implementing blended learning.*



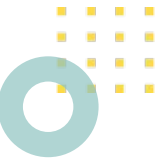
04 | INSIGHT

Distance learning depends on close communications between parent, teacher and student and **explicitly shared responsibility** for student growth.



Distance learning is not just two-directional or an exchange of learning between student and teacher. It is a multi-directional, shared experience that needs the support of parents, family members, and community members to succeed. When an awareness of student learning grows into a shared responsibility for student learning, students benefit tremendously. This requires clear and constant communication among families and educators to find ways to work together and enable students to learn on whatever technology exists in their contexts.

04 Distance learning depends on close communications between parent, teacher and student and **explicitly shared responsibility** for student growth.



Creating a WhatsApp School

A Fellow of Teach For Pakistan, Rabiah Chaudhury, shares her story of engaging parents and negotiating time for students to interact on a WhatsApp School. [Watch the video.](#)



Creating Resources for Families

Teach For Malaysia created guides and useful resources for families including working parents coping with navigating distance learning. [See the resources.](#)



Creating Virtual Spaces

Enseña por México created a space on their website to share resources for parents and families as they navigate home learning. [Read more.](#)

How To Communicate & Share Responsibility



Alejandro Gibes de Gac
Founder & CEO of Springboard Collaborative

Alejandro, a Teach For America Alumni, explains how this crisis has taught him how to break down the barrier between home and school. His organization, Springboard Collaborative offered a model of addressing the learning gap by leveraging on the competencies of parents as the experts on their children, and teachers as experts on instruction.
[Read more.](#)

05 | INSIGHT

Effectively meeting the distance learning demands of the school community will require **new digital skills**, role responsibilities, and tools for teachers.



As distance learning continues to grow, it requires new digital skills for educators to best engage their students and families. This includes knowledge of collaborative learning tools, the ability to use learning management systems, and even knowledge of technology tools that are not traditionally used for learning. For distance learning to be successful, many teachers, alumni and organizations across our network realized that all teachers in their communities need to be upskilled on these tools. From local efforts to national efforts, equipping all educators with these skills is essential for our mission.

05

Effectively meeting the distance learning demands of the school community will require **new digital skills**, role responsibilities, and tools for teachers



Nurturing Relationships with Teachers

Enseña por Paraguay, in partnership with the Ministry of Education, created quality educational materials for over 1,000 teachers in the country and helped improve peer learning for teachers. [See more.](#)



Building Coalitions To Build Skills

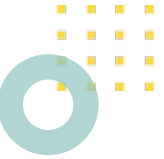
Through a partnership with Profuturo, teacher fellows from Teach For Liberia, Teach for Nigeria and Teach For Uganda will lead the training of hundreds of the teaching staff at their schools. [Read more.](#)



Documenting Best Practices

Enseña por Colombia created learning modules for their teachers and for all teachers to use to gain new digital skills valuable for distance learning. [See the course.](#)

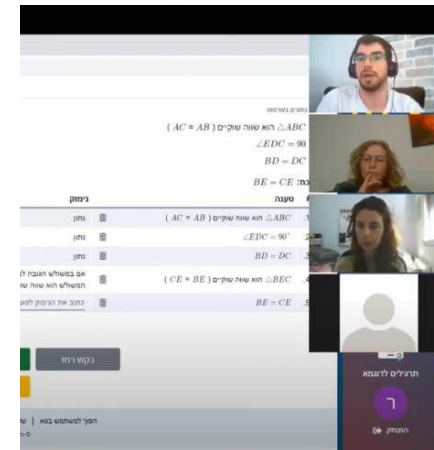




How To Build New Digital Skills with Teachers

Hosting Online Workshops for Teachers

Within a short time frame, Teach First Israel hosted workshops for hundreds of educators across the country. They knew that it would be impossible to tackle education inequality in this ‘new normal’ when so many of the children we teach lack the skills and equipment needed to make remote learning successful. [Read more](#) about how they created and implemented these workshops.



06 | INSIGHT

Infrastructure remains a massive challenge. We must continue to invest in our students' **rights to resources**: school materials, reliable devices, and internet access



Access to internet connection varies from country to country and household to household. However, the global online penetration rate is still only 59%, and is much lower in countries across Southern Asia (48%) and Sub-Saharan Africa (25%). The reality is that hundreds of millions of students do not have access to online learning and devices. Educators and alumni from across our network continue to invest in our students' and families' rights to resources, finding innovative ways to reach students when devices and internet connectivity remain incredibly challenging.

06

Infrastructure remains a massive challenge. We must continue to invest in our students' **rights to resources:** school materials, reliable devices, and internet access



Crowdfunding Devices

Teach For Armenia used a crowdsourcing platform to raise funds for devices that their students could use with their change-based learning approach. [See the campaign.](#)



Creating Infrastructure

Teach For Uganda invested in RACHEL (Remote Area Community Hotspot for Education & Learning) devices to enable students to access resources. [Read more.](#)



Aligning to Advocate

Over 1,000 teachers from across 25 countries in the Teach For All network created a group that with a priority to advocate for internet access. [Read more.](#)

TEACHING WITHOUT INTERNET ALLIANCE Powered by Teach For All

Teaching Without Internet Alliance

The Teaching Without Internet Alliance is a group of educators, community leaders, and technologists who teach and support learners who do not have consistent, reliable access to the internet and/or hardware devices for learning. We also support educators and community leaders with the digital skills required to reach students in areas with low-bandwidth.

WHY IT EXISTS

With 91% of the world's children out of school during the COVID-19 pandemic, inequities in access to technology and connectivity have been brought into the spotlight as teachers implement remote instruction and learning. Access to internet connection varies from country to country and household to household. [Learn more: the global online registration site.](#)

With this challenge comes an opportunity to leverage concrete strategies and resources for reaching students in low-bandwidth contexts—whether this is through social messaging platforms (i.e. WhatsApp, Telegram and WeChat), SMS and voice services, radio, downloadable content, or paper delivery of learning tools.

OUR AIMS

How To Overcome Infrastructure Challenges



Wifi on Wheels: Creating a Wifi Network on the Islands of Hawaii

The founder of Hawaii Kids Can and Teach For America Alumni, David Miyashiro, decided to help connect the islands with resources when so many of the students he worked with did not have internet access. Through mobile hotspots and site-based internet access, he created ways for his community to access resources and important information. [Read more.](#)

Policy Implications



We must ensure internet access is a right.

01

The success of distance learning remains highly dependent on access to internet and internet-enabled devices. Until both are made widely available for all students, A large percentage of our students will not be able to fully immerse in learning until this happens.

Partnerships can expedite success.

02

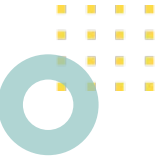
Distance learning will be more effective when private-public partnerships support the technology needs of communities. Partnerships between local NGOs, private companies, and government are essential in providing devices, internet access, training, and technology support to teachers, students and families.

Skills-training for teachers is priority.

03

While challenges of connectivity are being overcome we must invest in the professional development and skills training for teachers and educators so that they are fully equipped and confident to engage students on a variety of technologies. Great pedagogy is dependent on these skill sets flourishing.

Acknowledgements



We are deeply grateful to the teachers, alumni, and educators from the 59 Teach For All Network organizations who co-created these insights and made these resources possible. Thank you to the following educators who volunteered their time, energy, and ideas to these resources:

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- | | | |
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If you are a part of the Teach For All Network and are interested in contributing additional stories, case studies, tools, and templates to this resource, contact us at virtual@teachforall.org.