

Distance Teaching Learning (DTL) Approach

Guideline for Pilot Implementation

1. Introduction

Aasaman Nepal (ASN) is implementing the project Leave No Girl Behind (LNGB) Aarambha Project in Rautahat and Bara districts of Province 2 with the technical support of People in Need (PIN) funded by UKAID/GEC. The project has four outputs. Through output 1, the project is implementing non-formal education to enhance literacy and numeracy skills of the Married Out of School Adolescent (MOOS) Girls via 83 Community Learning Centres (CLCs) in Duraga Bhagwati and Yamunamai Rural Municipalities of Rautahat district and Devatal and Suwarna Rural Municipalities of Bara district involving total of 1709 girls in the first cohort.

In the wake of COVID-19 pandemic, the Government of Nepal (GON) announced nationwide lockdown, and all the CLCs were suspended from 21 March 2020. To support and engage the MOOS girls with continuous access of teaching and learning in this lockdown situation, the project, in consultation with the Fund Manager (FM), decided to pilot the alternative approach, i.e. the distance teaching learning (DTL) through the use of mobile phone. To start off, this “Distance Teaching Learning Approach Guideline” is developed to guide and facilitate the DTL pilot process. The activities incorporated in the DTL guideline will be focused on providing individual support to the selected girls via phone calls, by the use of existing curriculum, provided to the girls before the lockdown. The core method of DTL will be guided by “Leave No Girl Behind” and “Do No Harm” principles in line with GEC’s guidelines and SOPs; meaning-no girls (beneficiaries) will be left out, and the approach will impose no additional risks/harm to the girls.

The DTL guideline will be used to pilot distance-teaching learning and will guide for further expansion based on findings of piloting stages. After the assessment, the guideline may be adapted to incorporate the learning for scale up of the distance teaching and learning approach in LNGB context.

2. Objective

The main objective of the DTL guideline is to facilitate the pilot of the alternative approach, i.e. the distance teaching learning through the use of mobile phones among selected MOOS adolescent girls. As such, the guideline will include key aspects of staffs' orientation, their roles and responsibilities, duration and the tentative process, possible risks consideration and monitoring mechanism so as to map the pilot.

3. Duration

After necessary preparation and staffs' orientation, the pilot will be conducted in May 2020. The pilot period will be short (approximately 10-14 days) to ensure that such a new approach is not putting additional risk/burden to the girls and families, and the other girls not included in the pilot are not left behind. However, it will be ensured that the duration of pilot is able to capture enough experiences and learning for the project to assess its scope for scale up.



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4. Roles of key staffs

SN	Key staffs	Responsibilities	Involvement
1	Project Manager	Ensure the smooth implementation of DTL pilot	Everyday/Direct involvement
2	Project Coordinators	Facilitate and ensure the smooth functioning of distance Teaching learning of Aarambha project in assigned district	Everyday/Direct involvement
3	Monitoring & Documentation Officer	Ensure proper documentation and recording of various tools used in distance teaching learning.	Everyday/Direct involvement
4	Child Protection Officer	Facilitate and ensure the protection and safeguarding related issues are well as documentation, reported and action taken. Risk register are updated in line with distant T/L method. Remote monitoring of the whole process	Everyday/Direct involvement
5	Education Officers	Ensure the teaching learning process are well implemented, capacitate the SM and Facilitators	Everyday/Direct involvement
6	Community Engagement officers	Ensure the teaching learning process are well adopted, capacitate Facilitators. Engage the community actors (Change champions) too in case of need.	Everyday/Direct involvement
7	Finance Officer	Maintain all of these reports and maintain their financial record accordingly.	Everyday/Direct involvement
8	Admin & Logistics Officer	Provide all means of logistic support and maintain documents accordingly like top-up staffs' numbers, provide necessary documents etc.	As per need/Direct involvement
9	Social mobilizers	Regulate and ensure the distance learning activities going well in each CLCs. Proper documentation of each tools	Everyday/Direct involvement

5. Key Strategies for the DTL Pilot Implementation

The following key strategies are adopted to pilot the distance teaching learning approach. Most of these will form the main preparatory tasks before the actual pilot implementation.

5.1. Risk Assessment

- Assessing potential risks including mitigating measures based on the information and findings came from telephone tracking considering the context of project's working area. Further explained in Section 9.

5.2. Selection of pilot group

- Piloting will be done with a small group (around 10% of total) of girls who have comparatively convenient access to mobile phones. Both girls' and parents' consent and willingness to participate will be first priority to enrol in piloting phase, with key consideration on sub-groups



representation. Selection of the group for pilot will be based on information collected through telephone tracking and project's internal monitoring data.

5.3. Revision of lesson plan

- Education Officer will prepare the plan by segregating each lesson in sessions and sessions in sub-sessions as per learning objectives of those respective lessons. (draft segregated lesson plan is attached for reference)
- Education Officers will calculate total number of days required for completion of sessions/sub-session based on the learning objectives.
- The number of days will be calculated 1.5 to 2 times more than the actual days mentioned in the curriculum. EPOs will consider the level of difficulty of the learning objective when calculating the number of days required for the session/sub-session.
- Community Engagement Officer will also involve in whole process to support Education Officer and division of workload.

5.4. Development of necessary guidance and SOPs

- A basic guidance will be developed on how to pursue conversations on telephone with the girls and their parents/guardians.
- Code of Conduct for distance teaching learning approach will be developed; that must be adopted by all who directly or partially involve in the development and implementation process. Code of conduct include the acceptable and non-acceptable behaviours of all with MOOS girls or other respondents during the delivery of distance teaching learning.
- GEC's COVID-19 Safeguarding Guidance, Keeping in Contact with Girls and PIN' COVID-19 Response Programming Guidance must be adhered to at all times.

5.6. Capacity Development of Field staffs (Social Mobilizer and Facilitators)

- EPOs/CEOs Officer will share the revised lesson plan and details procedure of delivery of teaching learning through mobile (Aarambha Guideline for cell/phone conversation with MOOS girls, Do's and Don'ts during the distance teaching learning) to SMS via social media (messenger group) and provide the sufficient time for self-learning.
- After the self-learning of the all documents by SM, EPOs/CEOs Officer will discuss about all the shared documents through cell phone and make clear understanding to Facilitators and SM.
- And after providing first layer of capacity development by Education Officer and Community Engagement Officer directly to all facilitators then SM will take lead to support facilitator by sharing all the documents and follow-up including necessary support require.
- Aside this, Education Officer and Community Engagement Officer will call to 4-5 facilitator including respective SMs in rotation basis regularly to discuss and support on the implementation process of distance teaching learning.

5.7. Required T/L materials

- Nirantar Sikchhya II books for beneficiaries
- Facilitator Guide Book II
- Girls Handbook II
- Minimum stationnaires like pencil, copies, eraser, sharpner etc
- Agreed final session plan as per target lessons
- Updated Telephone Tracker Sheet



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- Guidelines for telephone conversation
- Code of Conduct for Distance Teaching Learning
- Guideline of Distance Teaching learning for all

5.8. Recording and Documentation

- Education Officer, Community Engagement Officer, SMs and facilitators will maintain the diary of everyday work that includes lesson/session plan, related communications, challenges faced during the implementation and adaptive measures to be noted in the next calls
- Facilitators must record all the required information on daily basis about name of lesson/session plan, details of homework assigned, duration of call and the problems/challenges.
- The records (electronic or paper) must be kept safely, strictly following the data protection and confidentiality policies of relevant organizations and in agreement with the beneficiaries. After the lockdown, all these records must be handed over to respective organization for safe archival.

6. Remote Monitoring Strategy

- The remote monitoring activities, as feasible in the situation, will be applied for activity verification and ensure quality. Program, MEAL and safeguarding monitoring will be carried out by respective units, as per need.
- The findings from such monitoring will be documented and shared with larger team members during team meetings and/or to respective staffs through different channels.

7. Communication Strategy

- In general, ASN will follow the existing communication channel for this approach too i.e., PM to PC, PC to EPO/CEO, EPO/CEO to SM and SM to Facilitators and vice versa.
- ASN will also use the social media (FB messenger group) for sharing of the information and required documents.
- Only facilitators will directly communicate with MOOS girls keeping top priority in regards to safety and precaution measures.
- Direct communication between all level of staffs with Aasaman Nepal and PIN keeping in line of existing channels
- All the required technical support will be delivered through EPOs and if workload is more, than EPOs to provide technical support Community Engagement Officers and after capacitating them, work can be divided accordingly.
- In the beginning, CEO/EPO will communicate and capacitate facilitator on rotation basis.
- SM will be front liner in distance teaching learning and communicate and update to and by facilitators.

8. Reporting Mechanism

- Facilitators will collect all the required information from the field and submit to SMs and SMs submit all the information to EPOs/CEOs Officer after respective verification
- EPOs/CEOs Officer then compile all the information as in attached distance learning sheet and after thorough verification of the information, will send it to Monitoring and Documentation Officer. MDO will then compile all the information, conduct final verification where needed



with respective staffs and send to PM. Aasman PM will share to PIN every Sunday in weekly base.

9. Possible risks/challenges with mitigation strategy

SN	Risks	Mitigation measures
1	All MOOS girls may not be attending Distance teaching learning classes for various reasons (not having a mobile phone, not getting approval from guardian)	<ul style="list-style-type: none"> Regular tracking of girls who are not in touch with field staff, through other alternative approaches (such as CLC management committee, respective ward representatives of local government, change champions, FCHVs or other community members) Revision class after resume of CLCs. Extra coaching by facilitators.
2	Unfavourable learning environment in home of MOOS girls	<ul style="list-style-type: none"> Dis continuation of MOOS girls from distance learning activities. Support through revision class after CLC resumed.
3	Problem of communication among Aasaman Team due to home base work modality (Internet access, Mobile recharge, Charging and communication through mobile)	<ul style="list-style-type: none"> Everyone should be aware about the problem and advised to take care and communicate regularly. Work life balance for all staff need to be maintained Prior information and sufficient time provided to meet the deadline.
4	Problem of communication with MOOS girls (beneficiaries)	<ul style="list-style-type: none"> Pre-agreed time for call. Next day follow up. Precise content to talk.
5	MOOS girls have no personal phone for taking part in distance teaching learning	<ul style="list-style-type: none"> Should manage for alternate options or shorten time of class Taking class in consultation of beneficiaries' guardian.
6	Delay in reporting and proper compilation of reports (Tools/Format)	<ul style="list-style-type: none"> Sufficient time for reporting. Simple tools and format Orientation on tools and templates.

10. Assessment Plan and Further Scale Up

- After the end of the pilot period, a thorough assessment will be done using the quantitative and qualitative information. Based on this, a short narrative report will be prepared shared to FM for review and approval. This report shall outline the key findings of the pilot, lessons learned, possible scope for scale up of the approach and next steps of preparation before such a scale up.
- The prepared guidelines, SOPs, lesson plans and other materials will be annexed to the pilot report.