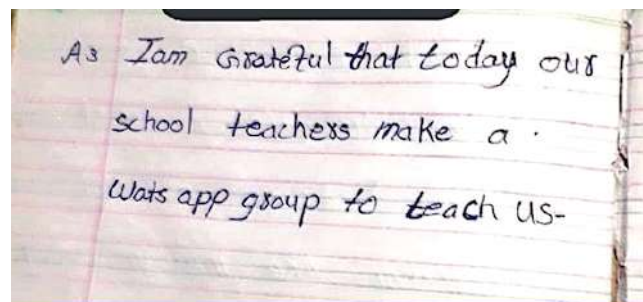




EID MUBARAK

70 days into school closures, and our Fellows' experiments in continued remote learning in **low-tech/ no-tech environments have bloomed into full-fledged learning systems!** We may have moved from physical classrooms to phone calls, WhatsApp, SMS and learning packs, but the design of the experience for children is still based on principles tried, tested and true. Following are a few examples of these principles and how we are putting them to work!



Fellow Nawal's student Muhammad Atif Khan sharing what he is grateful for

We build with children a vision for what we will achieve together, before we ask them to engage in a specific learning task.

When Fellows Arsheena and Sana realized that only 24% of their students have WhatsApp access, they had to find alternative ways to communicate with them.



Students and their families learn the 'Vacation Anthem' by Zoe Viccaji, to keep them motivated during school lockdown

They designed an eight-week **"Super Learning Pack"** with themes ranging from **self-care and physical exercise to introspection and taking responsibility**, integrated with academic work on key English, Math and Social Studies topics. But Sana and Arsheena knew that if this was any ordinary learning pack their children would lose

interest. They first shared with their students an audio recording and lyrics of **"Bolo, Aagay Kahin Dur Jaana Hai"** ("Say: We Have To Get Much Further Ahead") by Zoe Viccaji, an anthem symbolizing their vision for the work while schools are shut.

They wrote into learning packs **letters to students and their parents**, conveying a powerful message: "One notebook, a pen, our continued telephonic guidance and your oversight can together ensure that education provides light and hope to our kids, even in these dark and difficult times of Corona."

With help from the principal of their government school in Bara Kahu, the Fellows were able to **deliver physical learning packs to 95% of their students**. As part of their remote "**Class Management Plan**", Arsheena and Sana follow up with a daily SMS to their



Students and Parents with the "Super Learning Packs" full of weeks worth of activities and assignments



students' parents, aligned to that days' learning objectives and activities in the learning pack.

Teachers go above and beyond, modeling for their students the effort and commitment that continued learning demands.

Imran, a gold medalist in Economics from NUST, he moved from Chitral to Peshawar to join the Fellowship. Placed at the **Ran'aa Child Welfare Center**, Imran teaches a group of street children in an accelerated program to get them ready for school. Over the past 8 months, his group had worked hard to prepare for a rigorous test that would allow them to enroll in a private school with a full scholarship.

After the government's lockdown orders, Imran had to vacate his hostel and return to his family in Chitral where his own access to internet is limited. Concerned that his students would lose the learning gains, he was determined to stay connected, help his students revise the course and stay motivated towards their goal. Through trial and error, he discovered a specific location at the top of a mountain near his village where he **has intermittent access to a 2G network** allowing him to contact his students, assign homework activities from their text-books and



For Fellow Imran and his students, classrooms were never defined by walls alone

provide feedback and respond to their questions. While these phone calls are his only means of contact with his students, **he is determined to keep every single one engaged so that they don't drop out of this program and lose their shot at a life-altering schooling opportunity.**

We ask parents for their help and support, and trust that they will go above and beyond for their children's growth

Rabiah, Huda and Sannia had created a loving and nurturing classroom which was suddenly disrupted by the school closure. In talking with students' parents, they understood each family's specific circumstances, and assessed the resources and technologies available to them. They found that **parents** who, even after losing jobs and income as a result of the lockdown, **were determined to do whatever was necessary to ensure their children continued their education.**

For some, this meant buying internet-enabled phones, while others coordinated with family members to share devices, and one father even found an office outside of which he could access open WiFi and traveled to it every day in order to download content and bring it back home to his child. These are the circumstances that enabled these Fellows' incredible [WhatsApp School initiative](#), unearthing unlimited possibilities within limited resources. As we rewrite the playbook on teaching and learning, we are overwhelmed by your affirmation and support.



We hope you know that **every message, email, rupee and dollar you have sent our way has strengthened our resolve** to continue shining a light on our country's greatest education challenges, and the many possible solutions that resourceful leaders can generate.

Praying for your continued safety and health, and wishing you a wonderful Eid.

Warmly,

Team Teach For Pakistan

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