

# LEARNING THROUGH PLAY DURING THE COVID-19 PANDEMIC: THE LEGO FOUNDATION'S RESPONSE

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**USAID**  
FROM THE AMERICAN PEOPLE

## EDUCATIONLINKS

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Global Education Learning Series



The LEGO Foundation

THE LEGO FOUNDATION'S RESPONSE

# Learning through Play during the COVID-19 pandemic



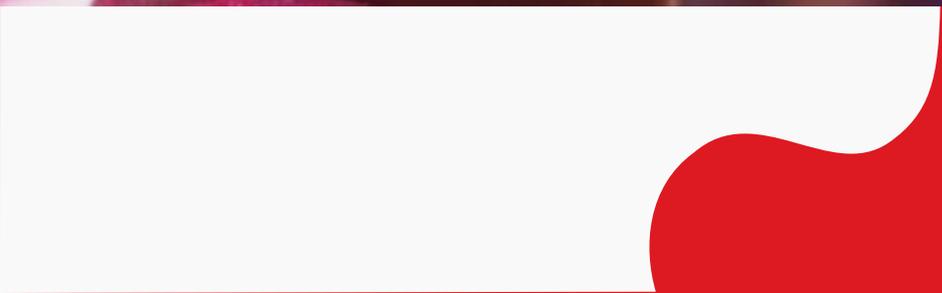


The LEGO Foundation



THEME TITLE

# About the LEGO Foundation





# Have you seen Swan Lake?

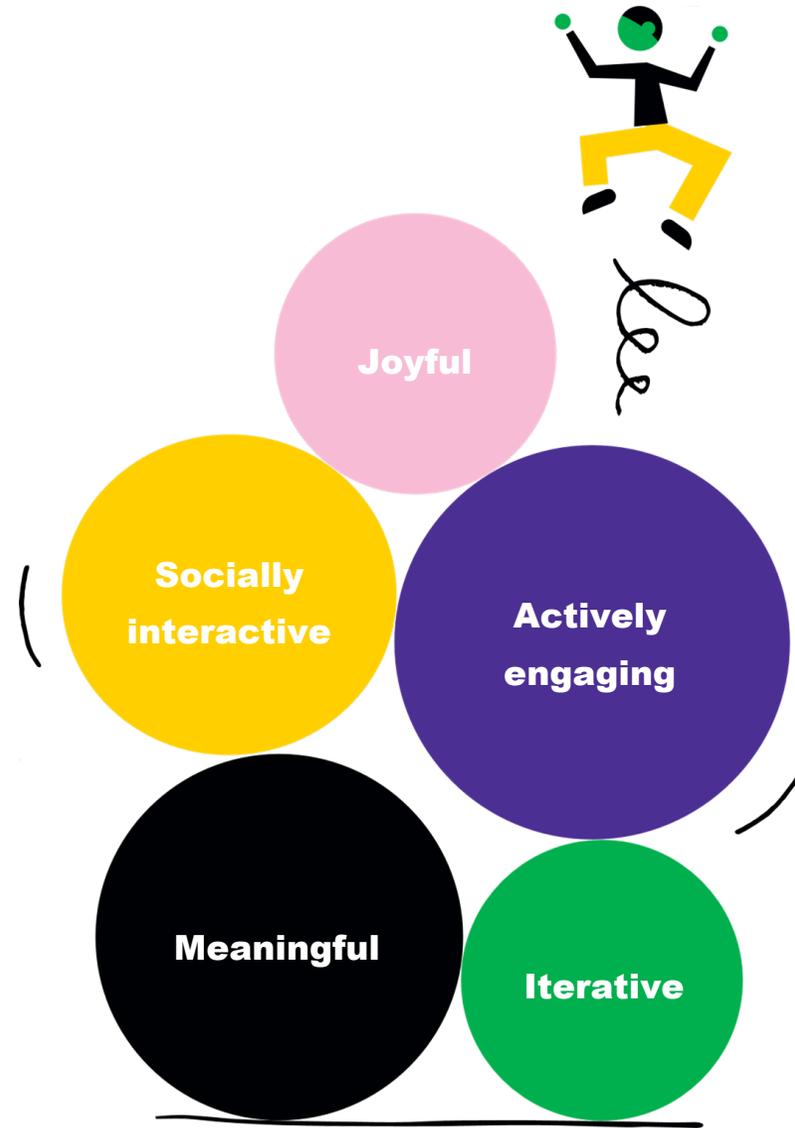






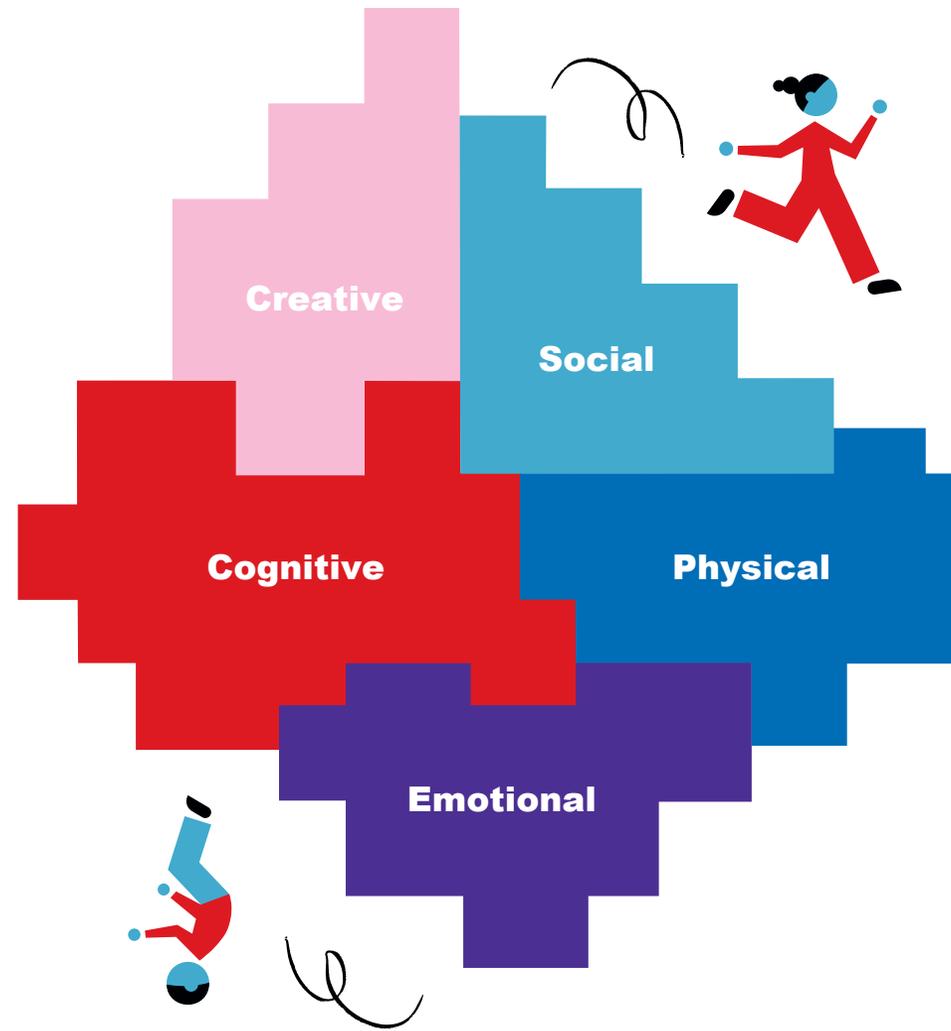


# Characteristic of playful learning experiences





# Holistic skills





The impact we ultimately seek is:

**Learning through play** empowers **children** to become creative, engaged, lifelong learners and develop the holistic skills that serve them, their communities and society throughout a lifetime.



**Caregivers**

**The workforce**

**Systems**

**Governments**



# **Our COVID-19 response**



# Four Streams of Work

- **Learning through Play campaigns and content**
- **Local Community Engagement with the LEGO Group**
- **COVID-19 support to Foundation partners**
- **Distance learning solutions**



During these times, **Parents** are also **Teachers** and **Employees** while having children at home

## Share What We Know:

Learning through Play Campaigns and Content



# Reach Local Communities



# Support Partners

- Continuity during uncertainty
- Community response
- Vulnerable children
- Bold thinking



AGA KHAN FOUNDATION

unicef



RIGHT TO PLAY





# Learning Through PLAY!

Find the Ladybird on each page!

Five types of learning play!

- Emotional Play
- Cognitive Play
- Creative Play
- Physical Play
- Social Play

Make new friends on the journey!



# Distance Learning





# What about the ongoing work?



# Snapshot of a portfolio post-COVID-19

Play Accelerator (Learning through Play in Primary Ed Teacher Professional Development Systems) grants



## Aga Khan Foundation Kenya

- Production of learning through play animation videos,
- National Ministry of Education resources were localized
  - A Back to School campaign

## BRAC Bangladesh

- Engagement of school leaders and teachers via telesupport and telecounseling.
- Telecounseling originally planned for 600 schools, but Ministry's Department of Primary Education requested that it be expanded

# Snapshot of a portfolio post-COVID-19

Play Accelerator (Learning through Play in Primary Ed Teacher Professional Development Systems) grants



## UNICEF Rwanda

- Shift to remote learning via radio.
- MINEDUC decided to officially shift school year start to September.
  - Unclear if training events for mentors as planned can continue.

## VVOB Vietnam

- Design activities continued via remote meetings with MOET and other partners.
- Schools closed in February, but reopened in May. Team now able to do some school visits to do formative studies.



## Reflections

1. Rely on our partners
2. Be ready to take risks





## More Reflections

- 3. Know what you can offer
- 4. Impatient optimism
- 5. There is no one answer – and no one question





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