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

An ignite talk by Sarah Bouchie, Vice President of Global Programmes, LEGO Foundation
THE LEGO FOUNDATION'S RESPONSE

Learning through Play during the COVID-19 pandemic
About the LEGO Foundation
Have you seen Swan Lake?
Characteristic of playful learning experiences

- Joyful
- Actively engaging
- Meaningful
- Iterative
- Socially interactive
Holistic skills

Creative

Social

Cognitive

Physical

Emotional
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
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
3. Know what you can offer

4. Impatient optimism

5. There is no one answer – and no one question
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