

## Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

### General Information

<b>Country / Region of nominating institution</b>	Germany, Baden-Württemberg
<b>Nominating institution dealing with the good practice</b>	Ministerium für Kultus, Jugend und Sport Baden-Württemberg / Ministry of education, youth and sports Baden-Württemberg
<b>Consent for publication (YES / NO)</b>	Yes
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<b>Webpage (optional)</b>	www.km-bw.de

### Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
Early childhood education	<input type="checkbox"/>	Institutional	<input type="checkbox"/>
School education	<input checked="" type="checkbox"/>	Local	<input type="checkbox"/>
Higher education	<input type="checkbox"/>	Regional	<input checked="" type="checkbox"/>
Vocational education and training	<input type="checkbox"/>	National	<input type="checkbox"/>
Adult education	<input type="checkbox"/>		

## Description of the good practice

### Title of the good practice

“Lernbrücken” - “Learning bridges”

**Short introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

With the Learning Bridges, we offered students the opportunity to work through learning gaps that have arisen due to school closure and to prepare well for the coming school year.

After the reopening of the schools, not all classes could come to the schools at the same time either, so that some students had to learn from home for a very long time.

As a result, some students, especially those with weaker performance, had to catch up. In order to take this into account and to offer additional learning opportunities to interested students, the learning and support program "Learning Bridges" was offered at full-time schools during the last two weeks of the summer vacations. The aim was to give the students the opportunity to catch up on their lessons and thus be better prepared and motivated to start the next school year.

Recipients:

The program was primarily aimed at students

- of elementary school,
  - the secondary level I of the secondary schools,
  - the special education and counseling centers (with the main focus on learning, language, emotional and social development) and
  - the vocational schools, vocational colleges, vocational high schools,
- which have been more difficult to reach than others due to the school closures since mid-March 2020, or for organizational reasons have been able to study longer than other groups of students who could only study from home.

### Measures taken / resolution found / output of the practice (ca. 150 words)

The Learning Bridges started on August 31, 2020 with around 61,500 registered students and more than 6,550 teachers at more than 1,900 general education and more than 160 vocational schools in Baden-Württemberg.

With the Learning Bridges teachers have intensive experience with the individual support of weaker students. "We should not leave these experiences and insights unused. The Ministry of education, youth and sports Baden-Württemberg will therefore develop concepts together with teachers and scientists to make the knowledge from the Learning Bridges usable", says Minister of Education Eisenmann. The first exchange events are planned for this purpose at the beginning of the new school year. However, the experience gained from the Learning Bridges is also to be incorporated into a longer-term process in which concepts for safeguarding basic skills will be developed. These should then lead to suitable further training courses. This will also bring together practical experience and scientific expertise.

### Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The updated hygiene instructions of the responsible authorities must be observed. It was important to ensure that the composition of the group is as constant as possible. The fixed group composition should be maintained as far as possible. The highest priority is still the protection of the health of all those involved in school life

**Transferability:** How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The Learning Bridges can be applied to other regions of Germany and Europe and have proven to be successful. The Learning Bridges program can also be offered at neighboring locations or jointly for several schools or school locations.

The responsible school supervisory authorities (regional councils and state education authorities) are responsible for coordinating the offerings and for a regionally balanced distribution.