UNESCO GEM Report Consultation Meeting

Education Development Trust closing remarks

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Education
Development
Trust

Transforming lives by improving education around the world

Who we are

An **international not-for-profit organisation** who combine global research, technical consultancy and delivery expertise to deliver innovative, impactful **national education reform programmes with governments around the world.**

Our purpose

To provide **evidence-based sustainable solutions that transform lives through education.** We do this by strengthening education systems, transforming teaching and learning and working to ensure effective transitions into work.

Basis of remarks

- Based on direct experience

- Driven what we know improves access, equity and inclusion for learners

- Considering relationship between community (push) and school-based (pull) factors

- Underpinned by a focus on quality

- Considering where technology adds value and how, to enhance such processes

ACHIEVING ACCESS:

- Responding to Covid-19

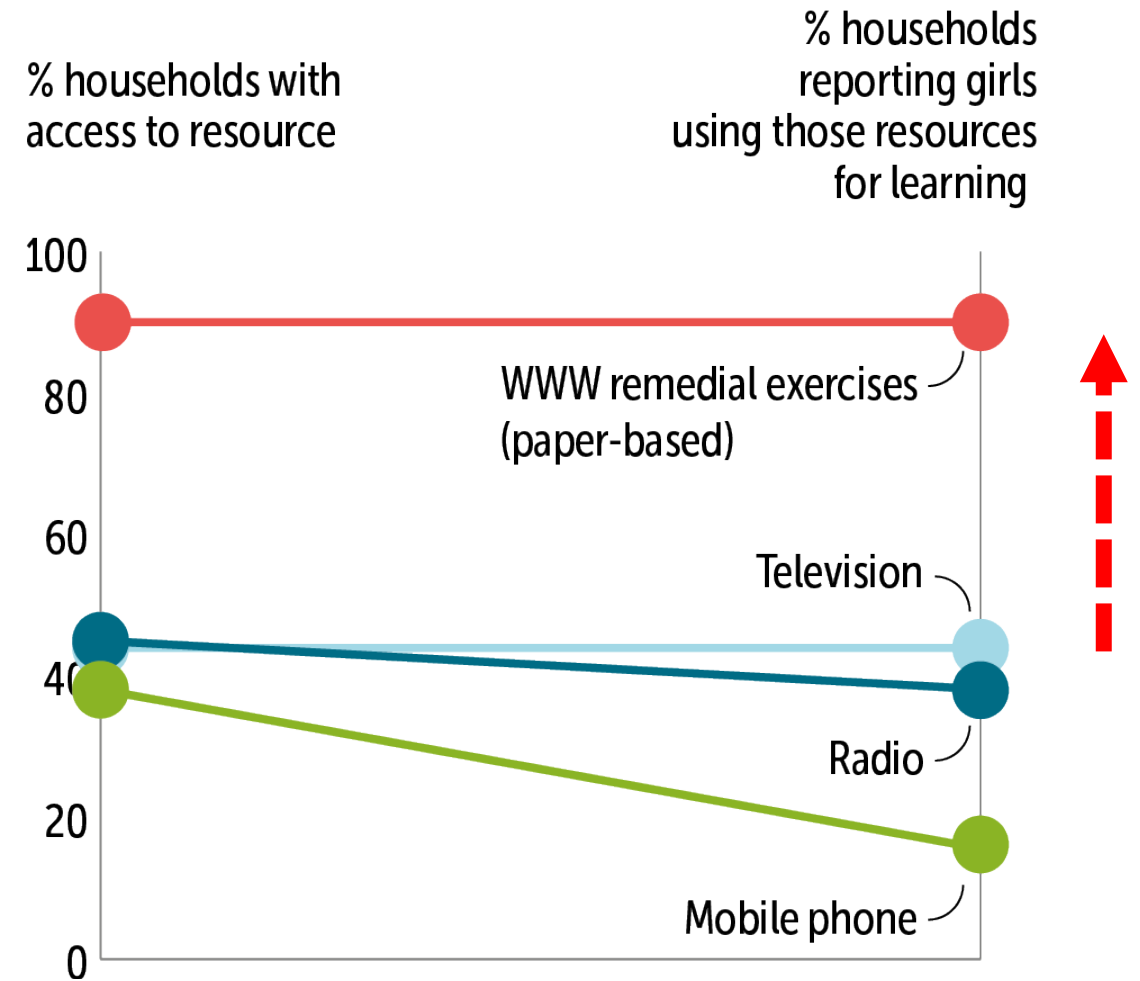- Unlocking the community-home-school link

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KENYA: Maintaining **gender access** during Covid-19

Mixed-methods learning continuity model with low-cost technology

- Leverage community – working with **Community Health Volunteers (CHVs)**

- +Radio

- +WhatsApp

The difference made:

- Technology alone could only go so far

- Access was an issue, particularly for technology within households for girls

- Facilitation & mediation **by the community** was key

- **Reshaped** school-community relationship

% households with access to resource

% households reporting girls using those resources for learning

100

80
WWW remedial exercises (paper-based)

60
Television
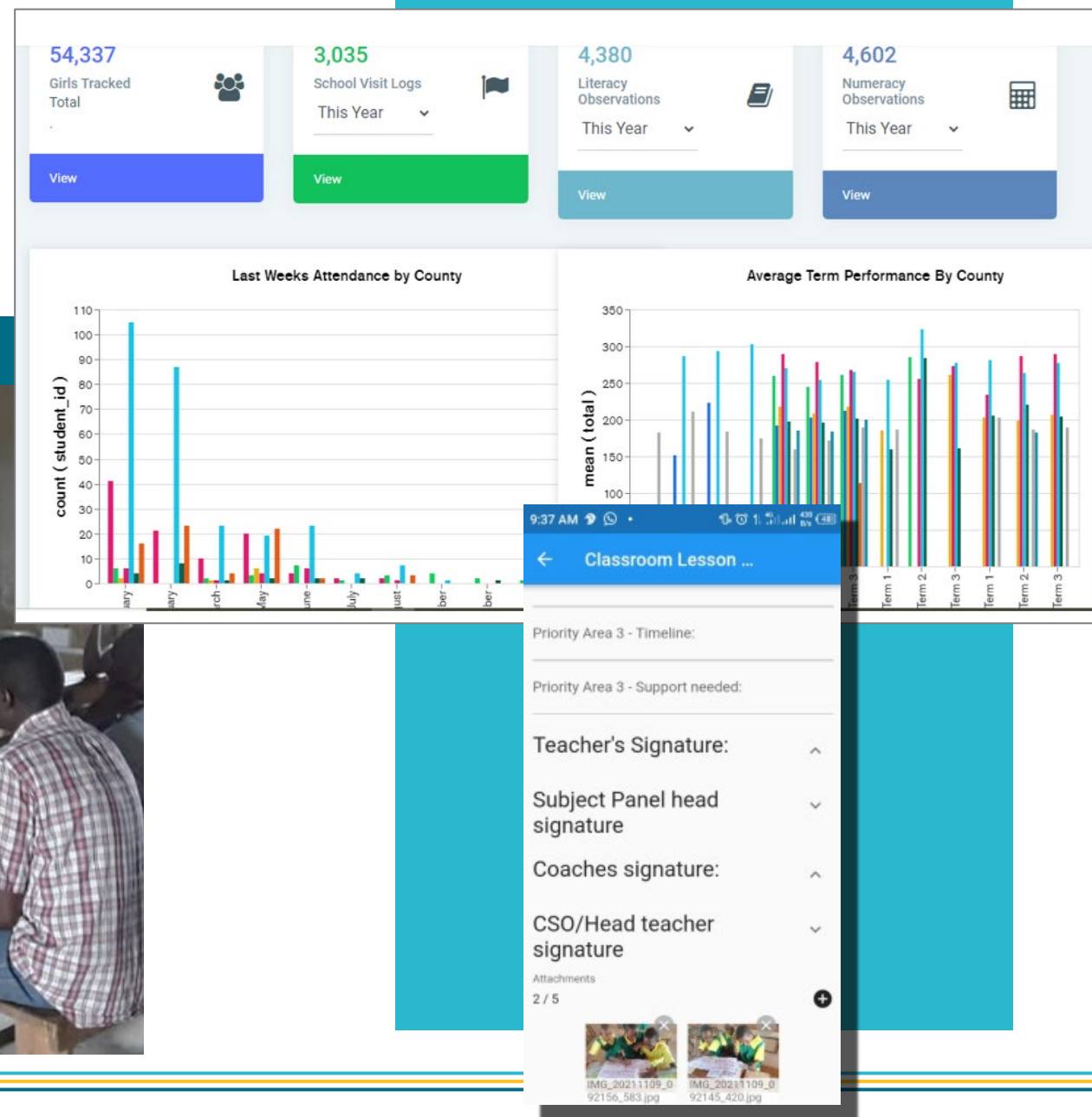
40
Radio

20
Mobile phone

0

The impact of the model:

Over 90% of girls supported with this intervention

spent **+2hrs a day learning** during Covid-19

(vs 40-50% in comparator group)

*UK = ~40%
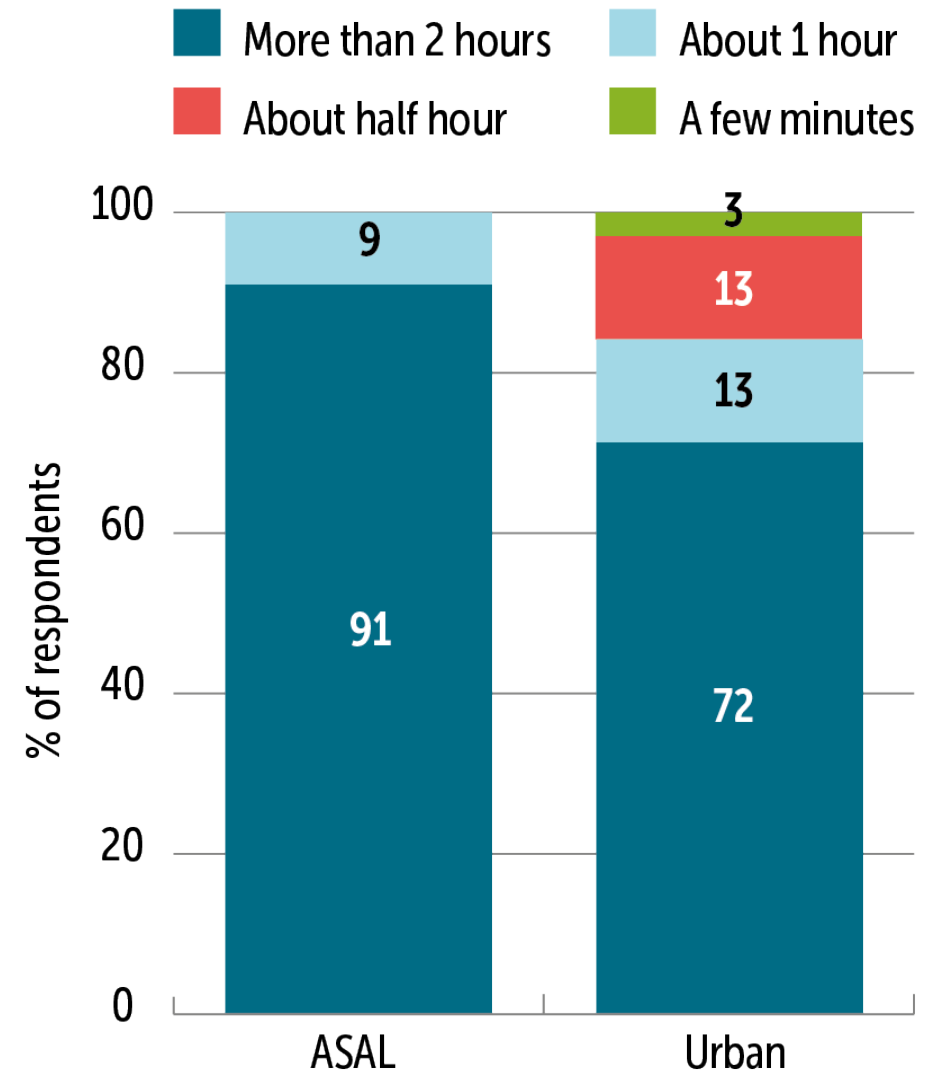
More widely: tech-enablement

Overall access improvements

- Huge improvements for the most marginalised girls

- Key = mobilising community to drive access (push)

- Connecting the community with the school

- Tech to power this

Girls' education outcomes	2013 (baseline)	2021
Retention in primary school	77%	97%
Transition to secondary	n/a*	88%

*national average

ACHIEVING EQUITY AND INCLUSION:
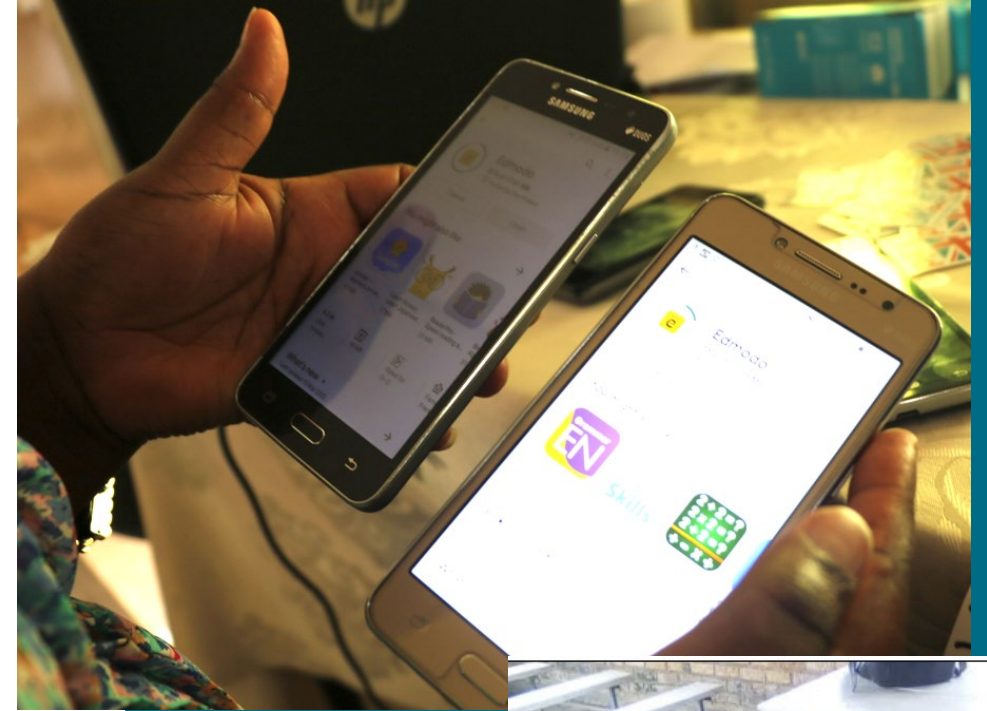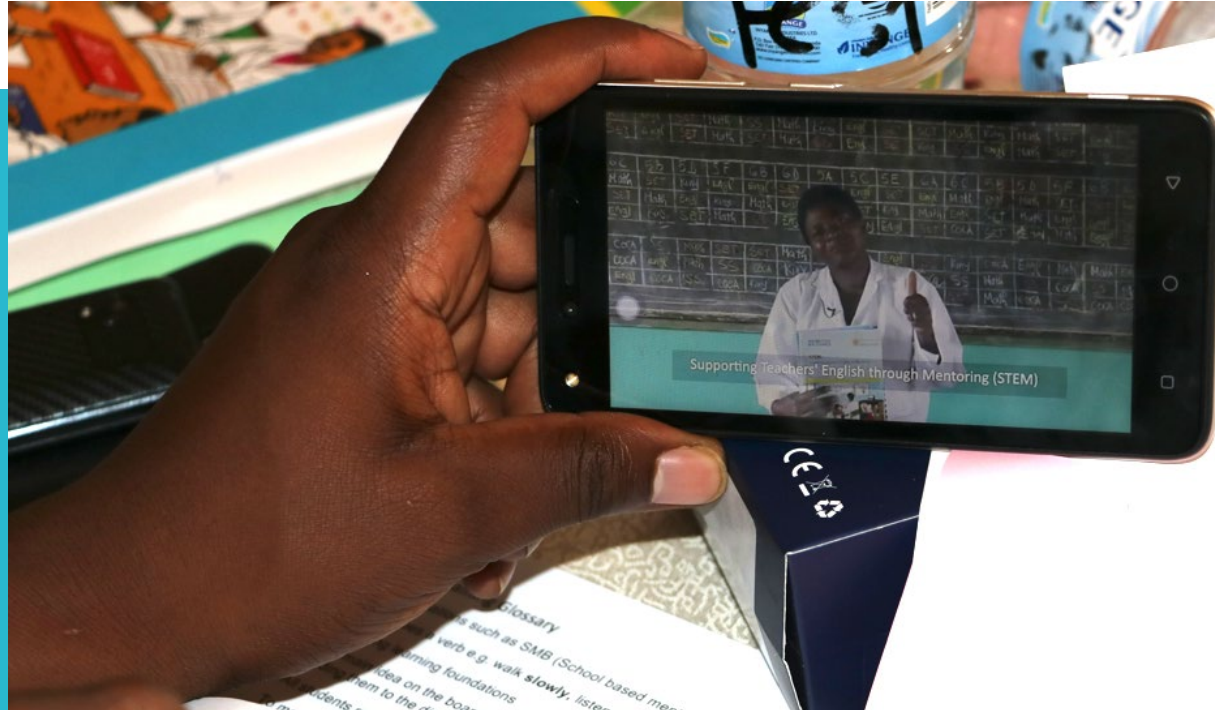
Empowering education professionals

RWANDA:
Tech-powered CPD

- Driven by **CoP model**

- Tech-supported teachers working together

- Role of **Headteacher** discovered to be key

- Headteacher online course

- Focus on **disability** – disability specialist teachers & working with communities

Supporting Teachers' English through Mentoring (STEM)

RWANDA: The impact

- Improvements in teacher competence
- Driving shift in education quality
- Impact on learning outcomes

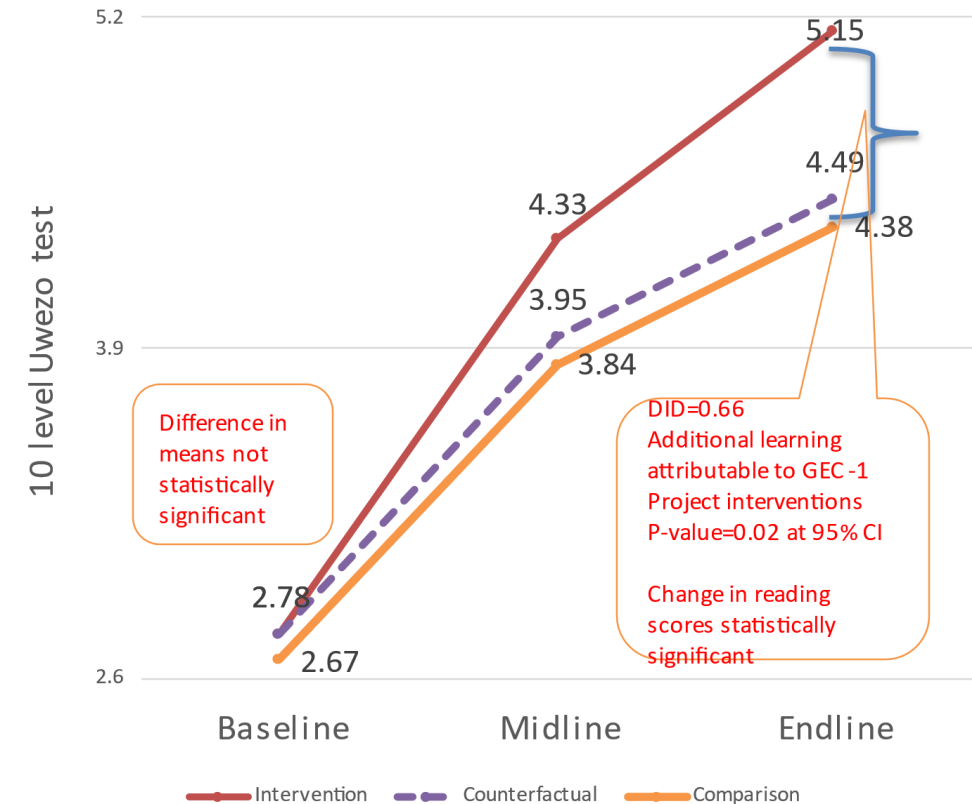|	2017 (baseline)	2019
% English teachers reaching benchmark competencies	10%	63%
% pupils at grade 3 reaching grade-level expectations in English	16%	28%

KENYA:

Statistically significant impact on the most marginalised girls

Started April 2013 and ended May 2017
Main achievements
- > 89,000 girls reached
- > 9000 girls enrolled
- > 6000 girls supported to remain in school
- > 320 teen mothers re-enrolled
- 2715 teachers trained
- Improved learning outcomes

Difference in means not statistically significant

DID=0.66
Additional learning attributable to GEC -1 Project interventions
P-value=0.02 at 95% CI

Change in reading scores statistically significant

POLICY MAKER TAKEAWAYS

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Empowering key stakeholders through technology

What improves access, equity and inclusion?

- Community-school link > 'push' factor

- Education quality in school > 'pull' factor

Where can you find appropriate technology to support both?

- Low cost

- Essential is it is driven by/supports an overall reform model

- Focus = people who will drive the change and their needs

- Technology as an enhancer and connector, not an end in itself