

ADDRESSING LEARNING RECOVERY STRATEGIES IN AN AFRICAN CONTEXT



African Stories from 2020-21



Measuring learning loss and rural Kenya study

Executive summary of recovery from learning loss meetings of African officials

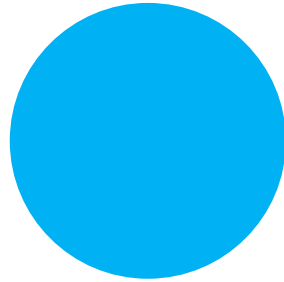
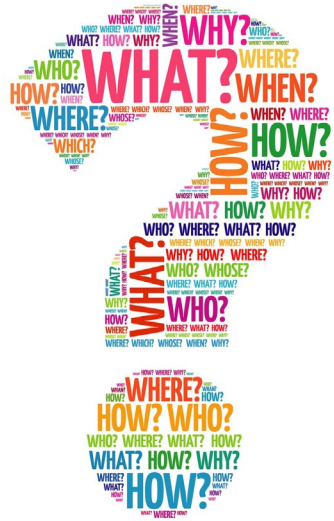
African recovery response strategies: Rwanda, Kenya, Senegal, Ghana

Adaptive instruction and technology in the classroom

MOE operational recommendations

Presentation Contents

* All information in this presentation is produced from online meetings of African education officials between August 2020 and October 2021



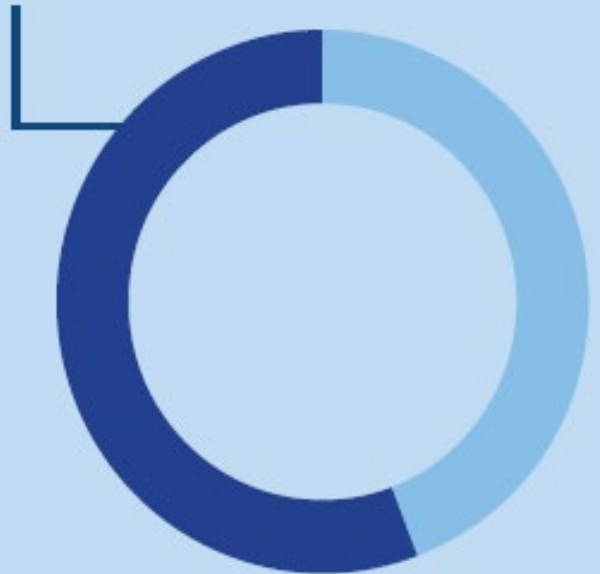
The Challenge of Measuring Learning Loss

- Data on learning loss due to the Covid pandemic has been slow to emerge
- School systems do not usually post data at high-frequency intervals
- Schools and teachers struggling to adopt online-based solutions for instruction
- Methods of assessment and accountability proving to be the biggest challenge
- Early data from online platforms suggest a drop in coursework
- Survey evidence suggests children spend less time studying during school closures
- 1 in 3 countries are not yet implementing post-Covid remedial programs*

* Survey on National Education Responses to Covid-19 school closures, UNESCO, UNICEF, World Bank and OECD

MEASURING LEARNING LOSS

53% OF STUDENTS
EXHIBITED DECLINES IN
'MATHS AGE'



The Impact of Covid-19 on Learning in Rural Kenya

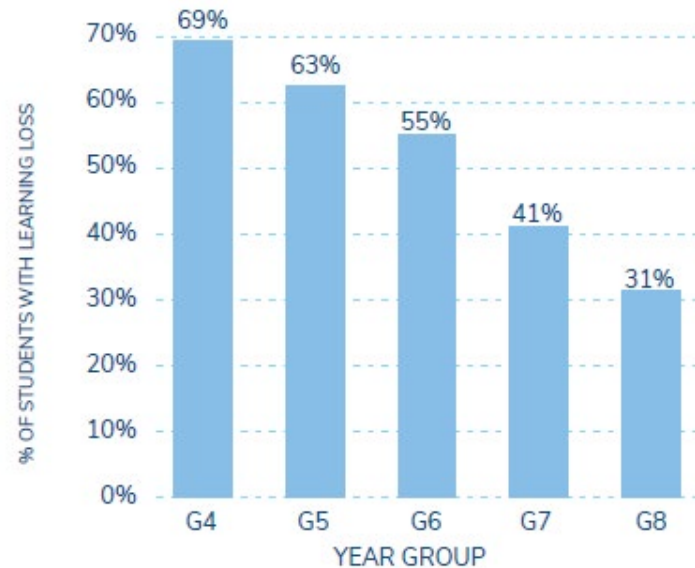
- Analysis of data from Project iMlango in Kenya
- The project utilised a mathematics tutoring platform
- Schools in Kenya closed on 20 March 2020
- Data on maths learning taken from students active on platform prior to school closures
- Students reassessed between 12 October 2020 and 17 March 2021

Average loss among students = 13 months

Grade level is a predictor of learning loss

Learning Loss in Rural Kenya by Segment

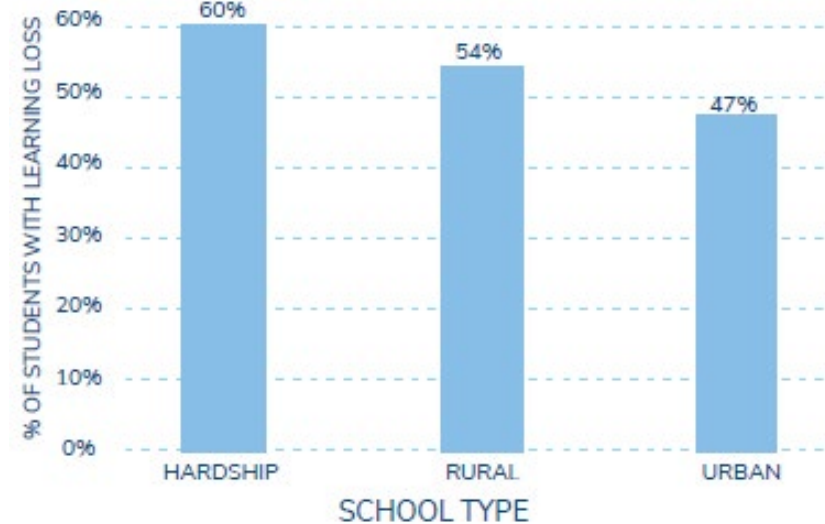
Learning Loss by Grade Level



% of students who experienced learning loss by grade level

Higher proportion experience learning loss in lower grades. Downward trend from G4 to G8 due to smaller pool of subject knowledge, meaning their previously acquired knowledge is harder to retain.

Learning Loss by School Type



% of students who experienced learning loss by school type

Higher proportion experience learning loss in hardship schools compared to rural schools who in turn were more likely to experience learning loss than students in urban schools

* Hardship \approx prone to insecurity, poor transport, hunger, flooding, extreme living conditions

Executive Summary

- Digital technology is no substitute for the pastoral care provided by schools
 - Pandemic has highlighted the important role of parents, especially ECD
 - Key focus now on teacher performance, capacity and upskilling in use of ICTs
 - Any strategy or technology that does not support the teacher is more likely to fail
 - Gather a clear picture of the impact of the pandemic from all stakeholders
 - What has been the impact of interventions made urgently without mechanisms for assessing their effectiveness
 - Transitioning to online learning at scale is difficult and highly complex
 - Under-resourced schools are less able to benefit from digital technologies that may be leveraged to help recovery
 - The amount of learning loss is unknown – most governments lack the metrics to calculate learning loss and hence what remedial action is required
 - Recovery cannot be made up in one year. Probably 3 years to recover losses
 - Accelerating learning by use of new technologies requires policies that directly touch on teacher CPD and capacity building with increased parental engagement
-

African Education Sector Response Plans – Rwanda

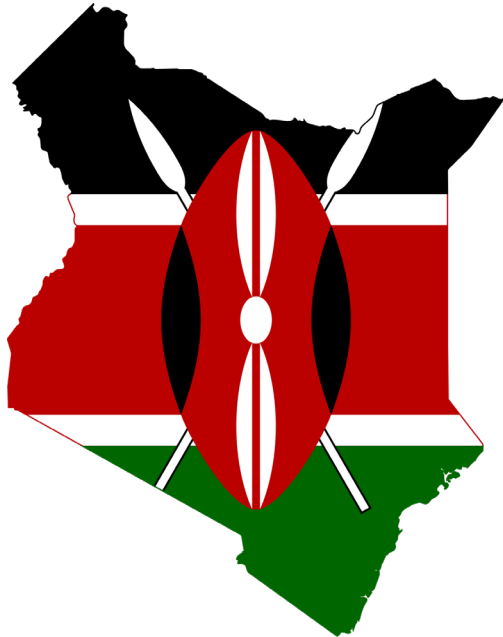


1. Re-opened schools for physical activities in November 2020
2. All schooling returned in January 2021
3. Government launched a “back-to-school” campaign with substantial use of media to sensitise parents into bringing their children back
4. Robust enforcement of back-to-school, especially amongst girls and the most vulnerable to ensure no dropouts
5. Key objective of Rwanda Education Board’s catch-up education program was to provide foundational skills to those learners who lagged their peers
6. Remedial action includes more investment in the Ministry of Education’s online learning platform
7. A new program in 2021 has been developed to identify students with learning difficulties who need extra remedial support

Remedial Priorities 2021/22:

- Teacher performance – upskilling in use of ICTs. Strengthen in-school use of digital technologies
 - School governance – robust leadership from principals to support and motivate teachers
 - Building resilience – documenting & assessing true impact of Covid-19 to make informed evidence-based decisions
 - Multimedia – establish a national studio for developing Rwandan-made educational content
-

African Education Sector Response Plans – Kenya



1. Existing substantial investment in the Digital Literacy Program (DLP) connecting 28,000 schools and providing devices to teachers and learners
2. Upscaled the Kenya Education Cloud to ensure continuous access and allow asynchronous learning
3. Multi-agency approach including Ministries of Education, ICT, Health and Energy
4. Uptake in technology and impact of pandemic has led to a greater need for psycho-social support for teachers, learners and school communities
5. Still grappling with the challenges of implementing a new competency-based curriculum and how to best package technology in a manner that gains broad consensus amongst stakeholders
6. Increased digitalisation now requires appropriate governance and regulatory interventions

Remedial Priorities 2021/22:

- School holidays – massive reduction seeing a 10-week term followed by 1-week holiday and another 10-week term with just 1-week for Christmas. This will remain for the next two years
 - Parental engagement – necessary with such a packed timetable and new curriculum. Managing learner stress
 - Teachers – further commitments with TSC to upskill and reskill teachers in new technologies for the classroom
-

African Education Sector Response Plans – Senegal



1. Ministry of Education launched the Learning at Home Program, which included the Senegalese Education Channel and Access to Digital Resources
2. Training of school principals and teachers in the use of distance learning materials and practices
3. A hybrid approach employing all possible channels of communication and making use of the available infrastructure
4. Distance learning involves a variety of teaching aids, not just limited to online learning. “High-tech” (devices, platforms), “low-tech” (TV and radio) and “no-tech” (distribution of printed materials).
5. Expanding of health and nutrition services and social protection measures to better target at-risk children
6. Leveraging more support from financial partners – GPE, UNICEF, World Bank and lead donors from Canada, China, France, Korea, US and UK

Remedial Priorities 2021/22:

- Learning loss – measurement of loss caused by the pandemic is being done by making historical comparisons to previous student averages, learning abilities and capacities
 - Recovery – new remedial projects utilising technologies for learning, and the training of teachers in the use of ICTs
 - Devices – government has increased the supply of devices to students; the effect of this depends on school implementation
-

African Education Sector Response Plans – Ghana



1. Emergency remote learning launched through three platforms – TV, radio and internet
2. Dedicated studio space for the production of educational content
3. Provision of online learning to senior high school students through *iCampusGhana* and offline solution called *iBox* – access to all core subjects, video lessons, notes, virtual labs and online tests after every lesson
4. Psycho-social support protection and prevention of gender-based violence
5. Communication, sensitisation and media campaigns on the value of girls' education
6. Back to school campaign in collaboration with media and stakeholders
7. Improving the health conditions in schools

Remedial Priorities 2021/22:

- Legislation– parliament now approving a safe school policy and a new digital literacy program
 - Teacher training – government has recently signed MOUs for one year online training program for teachers
 - Monitoring – the ministry of education currently has monitoring teams across the country to ascertain how the digital technologies are impacting learning outcomes
 - Home grown – encouraging Ghanaian tech and design students to participate in the process of designing interactive content
-

Accelerating Recovery: Technology for Adaptive Individualised Instruction



In Africa, studies of pedagogical interventions using adaptive instruction are almost **4 times** as effective at raising learning

- The purpose of adaptive instruction is to support teachers in solving real problems they face in the classroom – and not just using technology for the sake of it
- Key to accelerating recovery from learning loss is the quality of instruction in the classroom (or home) and individual student learning produces the most tangible results
- E-learning technologies can support teachers in adapting their instruction to match the different levels of students at different speeds and with different pedagogical approaches

POLICY CHALLENGE: Implementation of technology in the classroom and reducing high student-teacher ratios

Policy Guidance for Implementing Technology in the Classroom

- Focus on the recovery needed and the pedagogical problems that need solving. Then focus on technology
- Design pedagogical interventions using technology in the technology based on hours per week, integration and use of data
- E-learning technology must be aligned with the curriculum
- Simple technology solutions for low implementation capacity – avoid the edtech “bells and whistles”
- Collect valuable information on the differences in student learning levels to support learning recovery
- Use technology that can help measure the impact on learning to determine where further instruction is required



Ministry of Education – Operational Recommendations for Supporting Learning Recovery & Covid Response

- 1) **Establishment of cells:** department units, each responsible for framing and overseeing the production of resources and completion of objectives. Aim for quality and conformity
- 2) **Establishment of production capacity:** teams made up of teachers, instructional designers, audio-visual technicians and subject experts to produce quality South African-made educational resources. Aim to scale and integrate this production into learning recovery programs
- 3) **Establish a recovery coordination team:** a unit to ensure the quality of implementation, data collection and analysis, monitoring and reporting to inform policy making with both quantitative and qualitative data





THANK YOU

john.glassey@brains.global

Next GOLA Meeting: 17th Nov - EDUCATION TECHNOLOGY: ENSURING EQUITY, ACCESS, & INCLUSION



unesco

Global Education
Monitoring Report