



Clear evidence, better decisions, more learning.

Research on the response to COVID19

Dr Björn Haßler, Technical Director, EdTech Hub

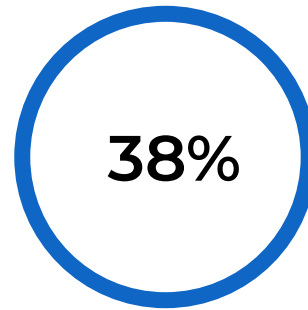
Rachael Fitzpatrick, Programme Coordinator, BETER
Building Evidence in Education (2020-10-06)

COVID-19: Are children able to continue learning during school closures?

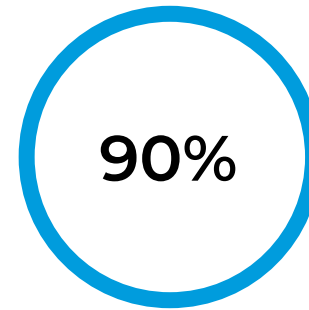
Forthcoming study from Education Development Trust on Girls Education Challenge - Transitions, Kenya



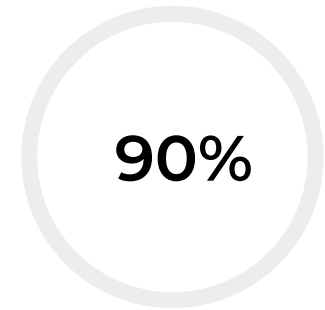
Percentage of households surveyed with a **radio**



Percentage of households reporting girls listen to **radio** lessons



Percentage of households received **paper based learning** materials from the programme



Percentage of households reporting girls utilising **paper based** resources for learning

UNICEF DATA report

The share of students who cannot be reached by digital and broadcast remote learning policies is the highest in the countries of Sub-Saharan Africa: at least 48 per cent in West and Central Africa and 49 per cent in Eastern and Southern Africa.

Around the world, over 70 per cent of students who cannot be reached live in rural areas and over three-quarters come from the poorest 40 per cent of households.

BETER

Building EdTech Evidence and Research
Working Group

Building EdTech Evidence Working Group (BETER)

Building EdTech Evidence and Research – BETER – is a Working Group convened by Digital Pathways Oxford and the EdTech Hub. It is comprised of the most influential organisations and individuals **undertaking or providing funding for research about EdTech in low and middle income countries, published as a global public goods.**

Members: World Bank, Gates Foundation, Pratham, Central Square Foundation, Brookings Institute, USAID, FCDO, RTI, Laterite, UNESCO, INEE, IPA, REAL Centre Cambridge University, Blavatnik School of Government Oxford University, Open University, Education Development Trust and the University of Wolverhampton.

BETER subgroups

Research Mapping subgroup

The aim of the subgroup is to map research evidence relating to EdTech and education in emergencies, including Covid-19.

Helen Crompton (Old Dominion University) currently leading on a systematic review to identify promising practice and evidence gaps.

Survey alignment subgroup

To identify three or four questions that can be consistently used across different COVID surveys. This is to enable comparability, and to ensure education is included in large scale surveys.

What to invest in?

What to invest in [to reach the poorest]?

Education Data

Collect appropriate, usable data.
Get it used for decision making.

Teacher professional development

Follow best evidence (ALIGNS). Don't fragment. Share resources.

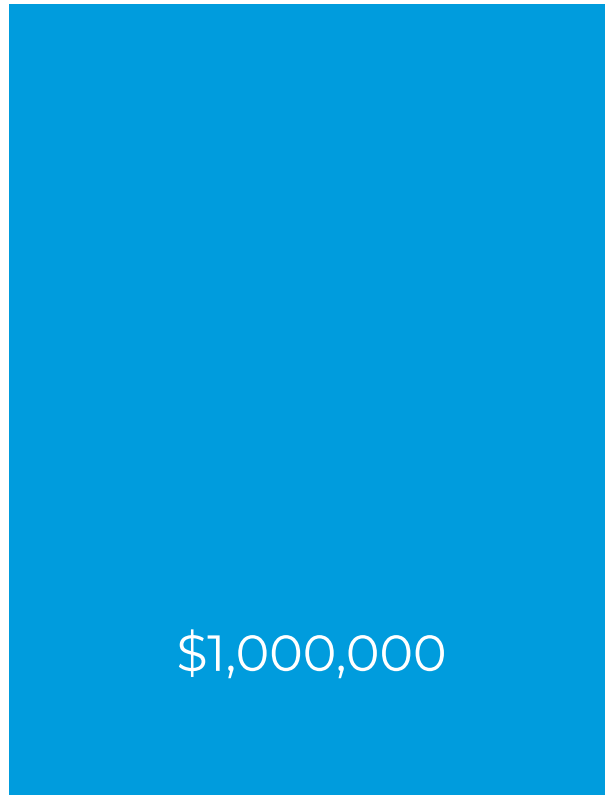
Radio, print, TV

Share resources. Accessibility. Open licensing, editable.

Disclaimer

Books alone don't do it — but they are a key ingredient (Piper et al., 2018).

Books - worked example



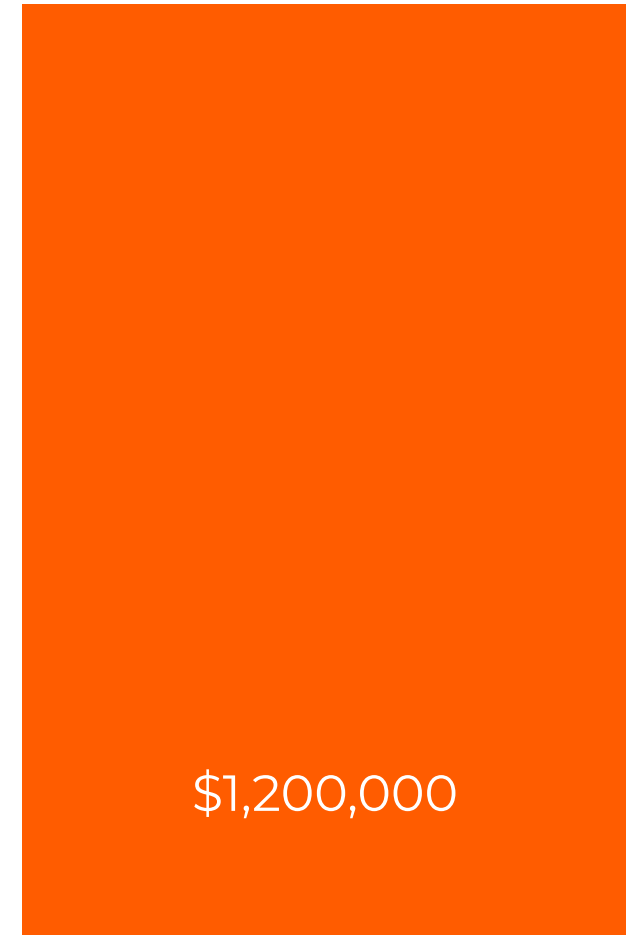
Cost of **developing** a
1 grade / 1 subject set
of student materials

Plus printing costs.



Cost of **buying** a 1
grade / 1 subject set
of student materials

Plus printing costs.



Cost of **buying** a 1
grade / 1 subject set
of student materials
for **four** countries.

Plus printing costs.



Funda Wandé
Reading for Meaning

Lockdown Learner books

Grade 1

Bala Wandé learner workbook

isiXhosa

Literacy Learner workbook

Grade 2

Literacy Learner workbook

isiXhosa

Grade 3

Literacy Learner workbook

isiXhosa



What NOT to invest in?

What not to invest in [to reach the poorest]?

Online learning /
platforms /
e-content

Use radio, print, TV
instead.

Video lessons

Use Ubongo Kids /
Sesame St. / Digital
Storytime instead.

Infrastructure /
Hardware /
Internet

Low-cost devices and
minimal connectivity
for
WA/Telegram/Signal
is helpful. But *that's
all folks...*

Low-tech
is helpful



#SaveOurFuture

**Highlights from working
group on EdTech**

Ask 1. Collect and use the right education data

Strengthen education systems and workforce management with digital approaches to collect and analyse school- and learner-level data to better understand needs and address inequity.

- Develop context-specific and comparable data collection, data analysis and data storage protocols
- Collect data on educational infrastructure, enrollment and the number and geographic distribution of teachers and other members of the education workforce
- Act on this data to ensure resources are targeted to the most marginalised students, teachers, and schools
- Establish effective communication channels with and among the education workforce — education leadership, teachers, caregivers, learning teams — to coordinate education responses

Know thy...system.

Ask 2. Enhance teacher and workforce development

Enhance the quality, reach, and flexibility of school-based professional development for teachers focusing on student learning, including a wide range of holistic skills, and drawing on appropriate and cost-effective technology.

- Promote effective means of professional development: regularly scheduled school-based professional development for school-centered learning teams (teachers, parents, community workers)
- Professional development needs to focus on effective teaching practices for improved, active student learning and to utilise technology for coordination and communication
- Act on school-level data (Ask 1) to ensure teacher education programs reach teachers in the most marginalised communities

Get every child a teacher.

Ask 3. Promote inclusion and equity of learning outcomes

Ensure that every child can learn effectively — particularly those marginalised by poverty, gender, language, disability, or displacement — using appropriate learning and teaching resources, drawing on suitable technology where it offers value-for-money.

- National governments to use open curricular content and to ensure that there will be low- or no-cost ways for teachers, parents, and students to access content digitally, offline, through radio, through television, or in print
- Co-create mechanisms to share openly licensed, printable and editable content for the core curriculum including teacher guides, structured lesson plans, textbooks, workbooks, teacher professional development materials, and other multimodal resources in accessible, user-friendly formats and local languages, and targeted by learner level, for use inside and outside of the classroom

Get every child a book.

Thank you!

bjoern@edtechhub.org

rfitzpatrick@educationdevelopmenttrust.com

<https://edtechhub.org>

<https://tiny.cc/beeth>



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