Innovative Education Cases, Researches & Findings

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ICT in Education

A Broader approach to education technology in India
Country - India

There are multiple education technology innovations, which seek to improve learning for India’s children. However, education technology innovation does not end at merely giving computers and tablets to school in remote areas. CEI provides over 120 programmes, which provide not only innovative technology tools, but also holistic teacher training, strategies, models, and practices, which aim to improve students’ learning outcomes.

Dell increases tech access to underserved PH youth
Country - Philippines

Dell’s support for youth education programmes endeavor to uplift the lives of marginalized children. A mobile education van equipped with TV monitor, projector and laptops are deployed to reach street children in different part of the Philippines, which enhance the children’s learning and facilitate classes even during rainy days.

A Village of E-books
Country - Cambodia

Under a newly launched digital library project called Let’s Read!, sponsored by the Asia Foundation’s Books for Asia programme and its Cambodian partners, a primary school in Cambodia has become the first to receive donated tablet computers, which provide an Android-based app that allows e-books to be downloaded in the mother-tongue, Khmer. The Let’s Read! pilot project seeks to serve as a model for future digital library projects in the developing region.

Education Marrying Technology: How digital innovation is bridging the literacy gap
Country - India

Technology has transformed the education system of India enormously. A substantial rise in digital and online learning has made “World Class Learning Pedagogy and High Quality Content” the goals. Thus, with the evolution of technology, education institutions, professors, trainers and the learners themselves seek to go beyond conventional learning and pursue more modern, personalized approaches and higher levels of learning.

Technology in the classroom: Learning from OLE Nepal
Country - Nepal

Open Learning Exchange (OLE) goes beyond providing students with laptops and tablets. With a holistic implementation programme, which includes digital library set up and Nepali teachers trained to utilize e-learning devices, OLE is pioneering the use of ICT in Nepal’s education system.
ICT in Education

Byculla hosts India’s first digi literacy center for disabled
Country - India

This course empowers and helps integrate the disabled into the mainstream workforce by using digital devices ranging from the PC to tablets and mobile phones. Once trained, the students will be able to perform many digital tasks such as sending emails, paying bills online, connecting on social media, and so on.

Preschools get mobile in Mongolia
Country - Mongolia

A 10 million USD grant from the Global Partnership for Education to Mongolia has helped give children of nomadic herders access to preschool easily by providing 100 mobile ger-kindergartens to date, which serve 3,700 pre-school children. It was successful in increasing preschool enrollments in rural areas.

Bringing digital literacy to the people for free
Country - India

NGOs having an online presence proves to have the following effects: (1) Accountability and transparency of NGOs are supported; (2) Digital literacy results; and (3) Countries overcome online information poverty. It is contended that taking one NGO online makes at least 50 people digitally literate.

This BRCK will revolutionize education in Africa
Country - Kenya

Computer tablets may be common in developing countries, yet inside a classroom made from a shipping container in Kenya, BRCK Kio Kits are the beacon of light offering access to education, greater learning, and a better future.

The future of global education relies on better Internet access
Country - Uganda

After the opening of the biggest tech hub in Uganda, a university student is able to connect to the World Wide Web, and that connection brings various collaboration and learning opportunities. In developed countries, access to the World Wide Web has become a common tool that is often taken for granted, yet its potential to change society is especially powerful in developing nations.
Learning Outcomes

How to boost student learning in South Asia
Country - Sri Lanka

This article highlights the most promising measures that have worked to raise student learning. One of the key observations is that combining resources with behavior-change incentives both increase enrollment and positively affect test scores. Furthermore, input-oriented interventions are more effective when bundled with incentives tailored to local conditions. Finally, interventions that involve whole communities in holding public service providers accountable have proven successful in South Asia.

How did Vietnam’s schools outperform those of many developed countries?
Country - Vietnam

PISA results show Vietnamese students have stronger numeracy and literacy skills than students in other OECD countries. Their demonstrated commitment to education is contended to be one of the three key contributing factors that make Vietnamese students excel.

Studying results in access plus learning in 4 countries
Country - Ethiopia, India, Peru and Vietnam

Young Lives is an international study of childhood poverty, which was conducted in four countries. The findings of this study point to clear policy recommendations.

In school, but not learning
Country - Bangladesh

Bangladesh has made huge strides in bringing adolescent children to secondary schools (particularly girls), yet there is concern about the quality of learning. The evidence indicates that a large proportion of adolescents continue post-primary schooling in order to attain basic numeracy and literacy skills, even though they are supposed to have achieved this by the end of primary schooling.

Success-Story of UPAY: Educare of Underprivileged
Country - India

UPAY has embarked upon many initiatives with the following aims: to provide education to the underprivileged children; to bring a change in life for every underprivileged child; to remove disparity in field of education; and to tap the immense power of youth and help them face this world with confidence. UPAY has produced excellent academic results in its centers.
Learning Outcomes

Vietnamese kids stuck in social bind

Country - Vietnam

Many parents in Vietnam feel their children need to attend extra classes or private tutoring after school in order not to fall behind in their academic achievement. A recent study reveals extra lessons do not necessarily improve students’ academic performance. In fact, students faced higher risks of academic stress, depression and other forms of psychological distress.

Timor-Leste: Starting an education revolution

Country - Timor-Leste

Timor-Leste has made a significant progress in education. With grants from the World Bank, GPE and other partners, many out-of-school children and youth were able to get back to school. Furthermore, improvements in infrastructure and learning materials have been made, and teachers have been trained.

Innovative classrooms take learning outside

Country - US

A new innovative classroom called the “Outdoor Learning Space” is created to enhance student learning in a variety of subjects. It is a classroom where students are engaged in activities that bring various subjects to life. The research shows that outdoor spaces help improve students’ learning outcomes.

Laying the foundation to monitor learning globally

Country - Global

The UNESCO Institute for Statistics (UIS) developed a new approach to monitor learning outcomes globally by creating a catalog of learning assessments, which is uniquely designed, with funding from the Global Partnership for Education (GRA grant).

Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week

Country - US

The study shows a statistically significant impact on math scores, while reading scores were not affected. However there is little evidence that switching to a four-day week harms student performance. These findings should be taken into consideration, especially by policy makers, when weighing the costs and benefits associated with the four-day school week.
Innovative Financing

**Girls Education In India To Provide Test Case For Innovative Financing**

Country - India

The world’s first-ever Development Impact Bond has been issued to support the education of girls in India. This proof of concept financing could open a new channel of funding for the international development programs. The Educate Girls Development Impact Bond is funded by the UBS Optimus Foundation, and it will earn its return only if educational outcomes, in terms of literacy and numeracy among girls, are achieved.

**Conditional grants kept poor children in school, World Bank says**

Country - Philippines

Conditional cash assistance to the poorest of the poor has proven to be effective in keeping children in school. As a result of the study done by the World Bank, enrolment among poor elementary school children increased by 5 percentage points, while secondary education enrolment increased by 7 percentage points.

**One-third CSR fund must be spent for education: Atiur**

Country - Bangladesh

The BacBon Foundation has provided support and regulatory space, which enabled thousands of youth to get jobs and motivates some to emerge as successful entrepreneurs. It also provides quality education lessons through multimedia facilities to the disadvantaged students and their teachers in distant rural areas.

**The Baalabalaga School cross-subsidization model**

Country - India

The Baalabalaga School’s innovative financing structure allows it to retain all its accepted students regardless of their ability to pay. The Baalabalaga School is a unique, equal-opportunity private school located on a specially designed campus in Dharwad. The school employs a unique financing structure whereby it requires each student’s household to pay as much as they can afford, and the school funds the remainder of each student’s tuition.

**GPOBA Education Program**

Country - Vietnam

The GPOBA Education Program improves educational opportunities for 8,040 underprivileged and disadvantaged secondary school students in Vietnam by reducing the cost of public and private secondary education through tuition subsidies tied to student attendance, behavior, and academic performance.
The power of a dollar at the Social Good Summit

Julia Gillard delivered a keynote address at the 2015 Mashable Good Summit and emphasized the importance of education for all. She also stressed that to send a child to school in a developing country, it only cost US$1.18 per day. 88% of that dollar is affordable for country governments, and therefore donors could fill the financing gap with spending 14 cents a day per child.

Harnessing Non-State Education Providers Through Innovative Financing

There is an urgent need for meaningful private sector engagement to strengthen policy frameworks and streamline registration, paired with strong financing mechanisms that enable non-state entities to serve low-income students. A range of public-private mechanisms can be mobilized to finance non-state providers while ensuring efficient delivery of quality education for the poor.

Innovative Financing: Social Impact Bonds May Help to Catalyze Change in the ECD Sector

Research shows that traditional sources of finance, although extremely important, will not be able to sufficiently mobilize the needed resources to achieve the education SDGs. Financing strategies for education will need to go hand in hand with innovative financing, and buy-downs have the potential to unlock significant financial resources.

Fundación Ventanas

Fundación Ventanas provides academically promising students who could otherwise not afford higher education with interest-free loans, along with a comprehensive mentorship program, to pursue either university or vocational degrees. Unlike traditional philanthropy, the loans are a form of social investment: students do not need a co-signer, and they can pay back their loans interest-free once they have secured a job.

IDP Rising Schools

IDP Rising Schools seeks to empower existing marginalized low-cost private schools with a combined bundle of services through proprietor capacity building in financial management and school administration; targeted microfinance loans to school owners; and techniques for effective teacher training.
Policy and Curriculum

How civil society influences education policy in Bangladesh

Country - Bangladesh

Since 1990, the Campaign For Popular Education - CAMPE has been working to bring about change within the Bangladeshi education system and ensure citizens’ voices are heard. Over the years, Bangladesh has come close to universal net enrollment in primary education, and has achieved full gender parity in primary and secondary school access. This year, a policy dialogue on education financing was organized, which brought together development partners, teachers’ associations, parliamentarians, ministers, and other guests such as Nobel Peace Prize Laureate Kailash Satyarthi.

Myanmar Non Formal Primary Education

Country - Myanmar

Non Formal Primary Education (NFPE), an alternative-learning programme, provides opportunities for education to out-of-school children who are 10 to 14 years old. It’s a second chance for primary education. NFPE is a two-year programme comprising Level 1 and Level 2, which is equivalent to five years of formal primary education in terms of relevant knowledge and appropriate skills learned.

Meaningful collaboration key to education reform

Country - Thailand

Dozens of networks have been trying to improve Thailand’s educational quality. The operations, according to the Institute for Research on Education Systems, cover many provinces and over 100 schools. Thailand has long had educational problems. Despite solid funding and contributions, educational quality has failed to improve. Educational-reform efforts have lasted more than a decade, yet no tangible results are in sight. This article contends that with the right policies and collaborations, Thailand’s educational improvement should finally come about.

Making a difference in education through personalized learning

Country - India

Educational Initiatives (EI), an Ahmedabad-based consultancy firm working in educational research and assessment in India, aims to make a difference in education through personalized learning and ensuring students learn with understanding.

Why China is internationalizing its education system

Country - China

Multiple actors are pushing for the internationalization of education for different reasons. The government wants to provide increased diversity in educational programs and establish world-class educational institutions in China, while education providers look to the sheer size of the Chinese market and the opportunity to offer its services to such a large market.
Policy and Curriculum

Singapore schools pilot adaptive learning
Country - Singapore

Singapore will be piloting a personalized adaptive learning Mathematics solution for students, developed by Marshall Cavendish Education in partnership with Knewton. This personalization of content and learning pathways will encourage students to become more confident learners and will help promote a deeper understanding of Mathematics concepts.

Innovation in Education
Country - India

Selvi Santosham, the Administration Head of Lakshmi Vidya Sangham, talks about the making of new global citizens with the Total Quality Movement in schools. She chose to usher in the Quality Circle movement in the school for the benefit of the students, as she considers empowering children is the best outcome of a holistic education.

Alternate Education for Rural Development: A Practical, Successful Solution
Country - Peru

Fundación CODESPA promotes the Alternate Education for Rural Development in Peru Project to help young people achieve a proper education. The project gives students an integral training based on three dimensions: academic, human, and technical-productive. The Alternate Education program allows young people access to school and the ability to stay there by offering a proper education adapted to both their rural and academic needs.

Why your school should join forces with its community
Country - Australia

The study found roughly a quarter of students are falling behind from their early school years, suggesting a greater focus on early intervention is needed to combat this problem. Thus, it is contended the education system should be “redesigned” to hone in on the skills students will need to thrive at school as well as beyond. In doing so, schools can’t do it alone, nor should they be expected to. Schools need to collaborate and partner with other schools, families, communities and businesses to make it easier.

Education Ministry, NRC developing special curriculum for out-of-school children
Country - Jordan

The “Accelerated Learning Programme” (ALP), a special education programme that targets all out-of-school children, regardless of their nationalities, offers children between the ages of 9 and 12 who are not allowed to attend classes at formal schools due to age difference, or those who had never been enrolled in school, to receive a condensed form of the Jordanian curricula and catch up with their peers.
India teacher sets up mobile school to help slum children

Country - India

A university graduate has dedicated his life to teaching in the slums of Lucknow, a sprawling city in northern India that is home to some of the country’s most deprived communities. He has been conducting his mobile school for twenty years, without a fixed curriculum and standard textbooks. Most of his pupils are under 10 and have no education at all. He teaches them functional English and mathematics, aiming to get them to a standard where they can start going to a regular school.

A Passionate Teacher Pays It Forward

Country - Cambodia

Sin Sum received support from Room to Read to enable her to graduate and continue studying to become a teacher. Now she has become a passionate teacher and helps early grade students learn to read through Room to Read’s Reading and Writing Instruction trainings.

Thai teacher on a mission to help poor children

Country - Thailand

Samadthachai Pungpong dedicates his life to helping migrant children enjoy the opportunities of learning, as founder of a school for migrant children living along the Thai-Myanmar border. He calls it the “Borderless School”. The Borderless School in Toong Ka village in Ranong operates as a community learning center. Its aim is to “reach the unreached” - those out of formal education systems - in an approach advocated by educational experts, including those at UNESCO.

Professional learning that connects, empowers teachers

Country - Global

In a traditional model, teachers are often left feeling as though professional learning is something done to them, not something of which they are a vital part. Teacher voice in professional learning is imperative, yet something largely ignored in many school districts. The time has come for a new vision for professional learning. Effective professional learning looks a whole lot like effective classroom instruction. It is structured, yet flexible. It is teacher-focused and personalized, yet is a collaborative venture between each teacher and building leaders.

J&K govt felicitates teacher for innovative teaching methods

Country - India

Mohammad Yousuf Rather teaches at a government school in South Kashmir Shopian district devised a unique method to simplify the teaching process. He teaches primary students using multi-lingual (Kashmiri, Urdu, and English) rhymes, with the “Slogan Method”, “Rhyme Method” and “Art Method”. This becomes a tool for students to remember their lessons very easily.
Teachers urged to be innovative

Country - Uganda

Teachers have been encouraged to be innovative to improve reading and writing skills. The training was conducted over 20 centres across the country. It is aimed at improving teaching in literacy skills. The training included 250 teachers from Bugiri and 278 from Mubende districts. The principal emphasized that teachers should apply continuous assessment technique to improve learning outcomes. 12,000 teachers for Primary 1 to 3 are to be trained in phase 1 under EGRA project while 3,600 will be trained in phase 2.

Innovative educator Nancie Atwell wins the $1m Global Teacher Prize

Country - U.S.

More than 40 years of innovation in the classroom and working to make her students become global citizens has paid off in spectacular style for American teacher Nancie Atwell. Her experience has taught her a lot about what effective teaching methods look like and helped her develop her “writing-reading workshop” teaching style. She is making students excited about learning and excelling.

Why I teach

Country - Philipppines

As teachers, we are leaders inside our own classrooms. We have the capacity to create a classroom where students can feel safe; where they can delight in learning and enjoy being kids; where they don’t have to think about earning money and just focus on reaching their potential.

Quality learning begins with teachers

Country - Cameroon

It is found that getting children through the classroom door is not enough. Ensuring that they are learning is the critical piece, and more teachers and better teaching lie at the heart of any solution to the learning crisis. Thus Global Partnership for Education (GPE) has prioritized investments in teachers by directly supporting teacher salaries and incentives; the construction of teacher training centers; and teacher training activities. Moreover GPE partner countries have established teacher development programs.

Why I became a teacher

Country - Kenya

Teachers are key to ensuring that all children receive a good quality education. It is very important to invest in teachers and effective teaching practices. Teachers are important, they truly matter and their role in human development cannot be underestimated. Every teacher is encouraged to do what he or she can find true happiness in the profession.
Gender

Educating Young Women in Rural Cambodia

Country - Cambodia

The Cambodia Tertiary Scholarship Program (CTSP) helps students develop skills and capacities beyond the standard university curriculum, providing coaching on career development and job placement strategies, and connecting students with the private sector for internships and employment. Students said CTSP inspired them to change and grow in ways they had never dreamed of.

Entrepreneur Safeena Husain builds a model for girls’ education in rural India

Country - India

Entrepreneur Safeena Husain, who operated an Indian health clinic, started a nonprofit in 2007 to enroll girls in school in poor, rural areas in northern India. She put all her efforts to make sure the girls are enrolled and retained in school, and she has encountered the challenge of constant fund-raising.

Helping Some of the Most Vulnerable Girls in Bangladesh Do the Impossible

Country - Bangladesh

The Girls’ Education Program in Bangladesh helps girls overcome to get an education. Initially, the program focused primarily on the char islands where some of the most vulnerable girls in the country live. It will also help lives of these girls and the future of their communities will be improved, and gender equality will be strengthened.

Woman teaches slum girls to dream big

Country - India

Uma Singh, the first woman to graduate from the slum, decided to change the lives of the slum girls around her and took up the cudgels for her tormented sisters in the colony, one of the largest slums in south Kolkata. She gathered youngsters from the area to launch a door-to-door campaign aimed at sending girls to school instead of marrying them off early. Several girls from the slum are now training to be schoolteachers, painters or computer instructors.

Award-winning Afghan refugee whose tent school empowered a thousand girls

Country - Pakistan

Aqeela Asifi, a refugee in Pakistan, worked tirelessly to set up a school and educate the girls in her community, helping to shift entrenched gender roles. She went door-to-door, persuading refugee parents to let her tutor their children. She began with just 20 pupils, but soon had permission to open a tent school. She worked hard – copying out worksheets by hand – and eventually received funding from the Pakistani government. Her tent school expanded and Asifi started taking in local girls as well. Today, the school has a permanent building and Asifi’s work has seen 1,000 girls attend school, with many receiving national lower secondary certification.
Gender

Give a girl a bike: help her to go to school
Country - India

In rural areas of India more than 60% of children drop out of school after 5th grade. High schools are not available in rural villages and girls need to travel long distance to pursue higher education. A lack of transportation and infrastructure causes parents to drop their daughters out of school. Mann Deshi Foundation gives this opportunity to girls by providing a bicycle and fulfills their dream of going to school. The journey to school will become safer and faster than before.

Hope for the future: Investing in girls’ education in Timor-Leste
Country - Timor-Leste

Education offers hope of a better future for the girls in Lauana Grotto, a village high in the remote hills of Timor-Leste, where families struggle day-to-day to get by. A new child-friendly school, constructed and equipped with UNICEF’s support, is offering children and adolescents a safe, healthy and protective environment with the tools and facilities to learn better.

Expanding and improving the quality of girls’ education in Afghanistan
Country - Afghanistan

There are challenges posed by insecurity in several parts of Afghanistan, as well as community reluctance to send girls to school. Engaging parents and communities in dialogue is key to generating support and resources for education at the local level. If they can see the benefits of education, as well as participate in school management committees and maintenance, parents are much more likely to see schools as a safe environment and keep girls in school. This can contribute to significant improvements in education for Afghan children, particularly girls.

The unfinished business of girls’ rights
Country - Global

Girls worldwide are subjected to a “curriculum of chores” and the impact of these on both their ability to study and their sense of self cannot be underestimated. In all countries, the burden of household chores falls disproportionately on girls, and these chores often take priority over school attendance, restricting their ability to get an education equal to their brothers and male peers.

The Power of the Adolescent Girl: The Power of Education
Country - Global

Indeed, education can be the most important weapon in an adolescent girls’ armory. The ability to read and write, add and subtract, be creative, use technology and know about the world beyond her home and community can open up a world of opportunity and help develop the self-esteem and ambition needed to turn opportunities into reality. Adolescence is a crucial period of transition.
Children with disabilities flourishing at school

Country - Cambodia

Every year UNICEF supported the Ministry of Education Cambodia to deliver training to all the teachers to learned how to identify and assist children with disabilities. The inclusive education course was integrated into the national teacher-training curriculum four years ago and it is now a compulsory subject for all teacher training colleges in Cambodia. This inclusive education framework helps to guarantee that all children take part in and contribute to Cambodian society without any limitations.

Vietnam’s million-dollar education project for deaf children ends after five years

Country - Vietnam

The Inter-generational Deaf Education Outreach (IDEO) project was funded by the Japanese Social Development Fund and implemented by the World Bank. It provided home-based sign language education to 255 deaf children under six years old in four Vietnamese cities and provinces. Initial project evaluation shows that using sign language has helped improve deaf children’s language and cognitive development as well as communications ability and general knowledge.

Young disabled woman sets up school for visually impaired children in India

Country - India

Ashwini Angadi is a visually impaired young woman from a rural community in India. Ashwini was educated at a charitable hostel and then went on to university in Bangalore, graduated in 2012 at the top of her class. After overcoming discrimination from teachers and her community to receive an education, she has now set up a school for visually impaired children. In the process, she became one of Leonard Cheshire Disability’s Young Voices campaigners, giving her the confidence to campaign for inclusive education.

Learning to meet the needs of disabled children

Country - Indonesia

Teaching children with disabilities can be hard. Nevertheless, Siti, who is teaching a class with many children with disabilities, uses key teaching methods to meet the needs of these children by designing the class in the shape of U and standing in the middle in order to give all students attention in the classroom. She learned these teaching methods during her Master’s studies in Special Education Needs.
Children with disabilities

**Educating the hearing Impaired in Pakistan**

Country - Pakistan

The Deaf Reach Programme, founded by Richard Geary, aims to open up the silent world of around 9 million hearing impaired people in Pakistan. It provides a curriculum that is on par with the local education system, so children take the government exams and have the same educational curriculum that all other children in Pakistan have. In addition to that, skills training is provided as students grow older.

**E-learning training on Handicap, knowledge and ICT launched at UNESCO**

Country - Global

The eLeSI project is an e-Learning course supported by UNESCO for teachers, families, and practitioners working with people with learning disabilities, autism spectrum conditions and/or mental health problems. It provides one generic training module and three specialized modules, each one focusing on a specific age group, covering the person's development steps and life-course approach. The training is currently available in French, English, Spanish and Romanian.

**Saudi educational app for special needs users ready to launch**

Country - Saudi

May Al-Oteibi is a Saudi entrepreneur who developed her Learn With May mobile application. The app includes several strategies to prepare children for learning, such as visual and auditory distinction and perception; attention and focus exercises; and a reading guide that gradually increases in difficulty. The Learn With May App was awarded both the Arab Mobile App Challenge for 2015 and the Pearson Teaching Award.

**How tech-driven learning can benefit students with disabilities**

Country - U.S.

In some ways, technology use is nothing new for special education students and teachers. Assistive technology has been a key part of helping disabled students succeed in school and afterwards for decades. But some experts say that the new push for tech-driven, personalized learning environments has the potential to destigmatize their use and provide more opportunity for learning for disabled students.
Children with disabilities

Getting Disabled Girls into School in Kenya

Country - Kenya

This project is run by Leonard Cheshire Disability and supported by the Girls’ Education Challenge, and it aims to help girls with disabilities integrate better into society and go to school and learn. The project works with local communities and the national government to help them understand that relatively small changes can help get children with disabilities into mainstream schools. It has undertaken a number of activities in the community to change the perception of parents and community so they will value their children with disabilities.

Using Edtech to Improve Outcomes for Students with Autism

Country - U.S.

Libman and O’Donnell have established several different programs that focus on teaching students the occupational skills needed to find a job or be accepted into a quality transition program after high school, both in school and in the community, so as to help their students learn valuable life skills. These programs help students with autism have opportunities to engage with community members and learn practical job skills. Libman and O’Donnell have relied on an online curriculum and data collection program in order to build these remarkable programs.
Emergency and Conflict

Back to school for some Nepali children
Country - Nepal

UNICEF and GPE partners provided learning materials and early childhood kits to the children affected by two major earthquakes in Nepal, in order for them to be able to get back to school. The temporary classrooms are made out of bamboo, wood, steel or tarpaulin depending on the local availability of materials. International experiences indicate that children who are out of school for a long time after a disaster are less likely to ever return to the classroom. That is why education partners are working closely with the Ministry of Education to get all children back to school as soon as possible, while also assuring safe learning environments and emotional support for children.

Teachers go out of the way to help pupils
Country - Malaysia

The dedicated teachers helped at relief centers and held classes for the 180 pupils who were evacuated due to mudslides, which occurred after the Mount Kinabalu earthquake. A study corner has been created for preschoolers at relief centers in Kundasang while primary school pupils attended classes at the Sabah Co-curriculum center in Ranau town. Teachers and several adults also held activities, for example, utilizing board games and riddles for the children.

Four Programs Delivering Education in Fragile and Conflict-Affected States
Country - Colombia, Nigeria, Sudan, India, Pakistan, Cote d’Ivoire (Ivory Coast), Haiti, Indonesia, Philippines, Thailand, Libya, Liberia, Japan, Lebanon, and U.S.

There are four innovative programs around the world that are determined to provide education to at-risk children and children in fragile and conflict-affected states: 1) Tiempo de Juego develops integral social skills and life skills in youth from the most vulnerable and violent communities of Colombia through sports and other recreational activities; 2) The Akassa Community Partnership for the Development of Education was developed in response to the poor standard of education available to local children; 3) Building the Resilience of Youth: War Child in Sudan project targets out-of-school children and at-risk older children by increasing their access to formal and informal education opportunities in a conflict-sensitive manner; and 4) The School-in-a Box kit is a portable classroom that can be used almost anywhere in the world.

Doing more and better for education in emergencies
Country - Global

The report sets out three principles from which to view global action in support of education in emergencies. This includes a new funding mechanism. These principles are more and better funding, more and better support, and more and better collaboration and commitment. It is essential to do all of this to ensure the children in emergency situation are to enjoy their right to an inclusive and equitable quality education.
Emergency and Conflict

In rural Nepal, Dipesh is back in school
Country - Nepal

Many classrooms were heavily damaged due to major earthquakes. It will take a long time for children to be able to study in their “normal” classrooms. The Ministry and Department of Education, with development partners, were quick to react and conduct a rapid assessment of the schools. Temporary Learning Centers (temporary classroom structures) were set up, pedagogical materials provided, and teachers received trainings to give psychosocial support to affected students.

Education without borders: teaching Syria’s lost generation
Country - Syria

The long-term impact of Syrian children never returning to school has been estimated at 5.4% of Syria’s GDP. In a conflict zone, getting the money to support education can be problematic, and there are barriers to creating a blueprint for educating children in emergencies. The key is to partner with experienced NGOs and not bypass local authorities.

Education in Emergencies Requires Long-Term Support
Country - Global

A new platform and funding model that enables an immediate and sustained response is needed immediately because in the absence of the provision of education at the onset, children will have to wait years for funding and planning to trickle down — if at all. It also needs to be sustained because we need predictable and reliable financing so that children can continue their education. Otherwise, we will remain passing around a begging bowl to donors — crisis after crisis, year after year.

Why we must invest in emergency education
Country - Lebanon

It is said that education cannot wait. Passing the hat when a crisis erupts is not the solution. The world simply does not have enough to ensure that more than a fraction of affected children get help. The solution must be based on a simple humane principle: No child should be denied opportunity simply because adults are unable to work together. That means establishing an emergency education system that enables adequate funding to be released to UN agencies and operational NGOs at the onset of a crisis — not years later.
Emergency and Conflict

Bringing relief through education in Palestine

Country - Palestine

Bilal Hamaydah, a UNESCO Education Officer in Gaza and INEE member, volunteers to provide psychosocial support to displaced children. The programme was able to work with nearly 3,000 children in four schools with the objective of restoring hope and peace. Appeals to the teachers in Gaza were launched, particularly through social media and a Facebook group for volunteers, who live around the shelters, to head to the shelters and work with the children who are in need of all means of support. This programme had a significant impact over the past years to increase awareness of the importance of preparedness to deal with emergency situations and to ensure effective response in the event of their occurrence.

Back to school in Sierra Leone

Country - Sierra Leone

1.8 million students in Sierra Leone returned to their classroom after school closures due to the Ebola outbreak. Throughout the crisis, government staff, local stakeholders and external partners were communicating frequently, reviewing the situation and moving forward. The GPE Secretariat was in regular contact with UNICEF, and the GPE coordinating agency in Sierra Leone to assist in this process. Great collaborative efforts paid off after nine months.
Private Sector

H&M launches The Gift That Gives Back, a new global holiday campaign to raise funds for UNICEF’s education programs in Myanmar

Country - Myanmar

H&M kicks off a new campaign for the holiday season that will support UNICEF’s education programs in Myanmar by donating a percentage from all gift cards purchased until December 24, 2015. The campaign aims to increase access to school and improve the quality of education in Myanmar. The program includes reaching children in formal schooling; children living in camps for internally displaced people; and children who will be reached through non-formal education initiatives.

Chevron education programme gets extension

Country - Bangladesh

Chevron Bangladesh has announced a three-year extension of its non-formal primary education (NFPE) programme for communities living near the company’s Bibiyana, Jalalabad and Moulvibazar gas plants. The project will include training for 120 teachers; parenting education services for 1,800 parents; and the formation of 60 Centre Management Committees.

Student Bank Program

Country - Thailand

Plan Thailand partners with schools to implement the Student Bank Program in at-risk communities that face high debt and have limited or no access to banking services. Students develop financial literacy, business, and 21st century skills while exercising good savings practices.

Getting All Children in Nepal into School

Country - Nepal

The Asian Development Bank and other development partners have provided funds to support the Nepal government school sector reforms. Reforms aimed at getting children to school and keeping them there. With ADB help, children – both boys and girls, up to age 12 -- are awarded full scholarships. This has increased enrollment rates for basic education from 77% in 2008 to 86% at present.

Public Private Partnerships for Education

Country - Pakistan

The Public Private Partnerships for Education project aims to facilitate the adoption of schools by private or corporate sponsors to improve educational services in marginalized and under-served communities across Pakistan’s Sindh Province. The goals of the program include harnessing the potential of corporate philanthropy and engaging all key stakeholders from society to contribute to the cause of education under the spirit of shared responsibility and shared efforts.
Private Sector

Microsoft to invest $75m globally in education
Country - Global

Microsoft has invested $75m in community programmes globally to empowering the next generation of workers by building skills, providing access to technology, and giving young people tools to support their learning. Microsoft’s investments in education continue under various programmes including the 4Afrika Initiative and YouthSpark. Through the 4Afrika initiative, Microsoft has committed to upskill 200,000 Africans by 2016.

International Education and Cultural Festival: PPP-mode in education a way forward, speakers stress
Country - Pakistan

Educationists have stressed upon the importance of public private partnership (PPP) for the promotion of education in order to shun out-of-school children. The government should not be the only responsible party. The private sector should also come forward with capacity and bring efficiency into the system. A “win-win” situation exists in the country when the private sector is keen to play a major role to impart education, and the government builds confidence over specialist education foundations that are involved in the education system.

Results Show IKEA Soft Toys For Education Campaign 2014 Raised $11.9 million for Children in Africa, Asia, Europe
Country - Global

The IKEA US Soft Toy Campaign 2014 raised almost $1.2 million. All donations from the IKEA Foundation will enable UNICEF and Save the Children to improve education in 18 countries. The funding will be used for a wide range of educational activities, such as training teachers, improving child-protection systems, providing educational materials, and increasing school attendance in some of the world’s poorest communities, even helping children continue to learn when disasters strike.

Samsung launches US$40,000 e-learning school pilot project
Country - South America

Samsung Electronics rolled out its Samsung Smart School Programme at the North Ruimveldt Multilateral Secondary School. This programme will see some 120 students benefiting from an e-learning experience in the Maths, English and Science. This is a pilot project, which will be integrated into the secondary school’s education system for one year. The project will help teachers develop an interactive learning environment with its students.

Islamic Bank to invest N20 billion in Nigeria’s education
Country - Nigeria

The Islamic Development Bank, IDB, is to invest $98 million (N19.5bn) in a Bilingual Education Project in nine Nigerian states. The establishment of this program will help Nigeria overcome some of its education challenges such as illiteracy and also enable those that learned in the Madrasa to be integrated into public schools.
Multilingual Education

Mother Tongue Education for Tribal Kids by July

Country - India

Mother tongue-based pre-school curriculum was rolled out across 12 tribal districts. The pre-school curriculum books will be available in 10 tribal dialects in two phases. Since children in tribal districts find it difficult to make the transition from their mother tongue to Odia, which is the medium of instruction in schools, the Government decided to use the mother tongue of children as the medium for the first five years of primary education.

EAC-Ethnic Minority Children in the Cambodian Consortium for Out of School Children (CCOSC) project

Country - Cambodia

This project aims to address the obstacles and to support children, their families and schools to see students studying long-term, through making the most of the children’s skills and knowledge and applying them in the classroom. Additionally, the project aims to improve teaching quality through teacher training; increasing multilingual education; and ensuring the curriculum is culturally appropriate and addressing the needs of children and the communities.

In Bangladesh, a new writing system paves the way for learning

Country - Bangladesh

Equipped with a newly designed writing system and well-prepared teachers, the Koch community of Bangladesh launched its first mother-tongue preschool program. One key element of offering schooling in the Koch language was the matter of a writing system: for students to learn to read and write, the community had to agree on a system for writing the language.

Language can unlock access to education. Here’s how

Country - Cambodia

In Cambodia, the national curriculum is taught in Khmer and this poses a challenge for the linguistically diverse societies in the northeastern regions of the country. To deal with the learning challenges associated with the 20 ethnic minority groups in Cambodia, CARE piloted the MLE Programme. The MLE Programme gives children from minority groups a chance to get an education: it creates a bridge for them to be able to take part in the life of the wider community while, at the same time, preserving their own culture and language. Currently more than 4,000 ethnic minority students across Cambodia are benefiting from the programme.

Lobbying for English in Indonesia denies children mother-tongue education

Country - Indonesia

Indonesia’s new primary school curriculum has been lambasted for ‘dropping’ English, but its real failure is to deny children in this multilingual nation a chance to learn in their mother tongue. If the new curriculum does not do this, it will not be for the lack of English, but for the lack of support for the majority of Indonesians who don’t speak Bahasa Indonesia as a mother tongue.
Multilingual Education

**BRAC Makes strides in educating indigenous children in Bangladesh**

Country - Bangladesh

The BRAC Education Program has plans to develop bilingual materials for other communities. BRAC’s goal is to meet the learning needs of indigenous communities while also closing the linguistic gap and helping indigenous children to become proficient in Bengali.

**Yunnan Province 10-year “Zero Barrier Bilingual Education” MOU**

Country - China

The “Zero Barrier Bilingual Education” program will promote the local development of basic education, and thus benefit the local communities. The direct beneficiaries are local teachers, preschool students, primary school students and community members. The goals of the project are to improve children’s learning and cognitive abilities and improve the basic education level in the minority areas. The experience gained from the project will be shared with others who are interested in bilingual education.

**UN spotlights role of native tongue in education**

Country - Pakistan

Mother tongue education is not only a force for quality learning, it is also essential to bolster multilingualism and respect for linguistic and cultural diversity at a time when societies are transforming quickly and many languages are under threat. According to UNESCO, when languages fade, so does the world’s rich tapestry of cultural diversity. Opportunities, traditions, memory, unique modes of thinking and expression valuable resources for ensuring a better future are also lost.

**Children learn better in their mother tongue**

Country - Global

A UNESCO report confirms that mother tongue trumps dominant languages in children’s learning. Yet, many education systems around the world insist on using one or more dominant languages. There are risks of such approach. More research is needed on steps that can be taken in the early years and during the transition to school to prepare children for the mix of language(s) that will be used in primary school.

**Using Ghanaian language as medium of instruction in schools**

Country - Ghana

The Ghana Education Service (GES) implements a policy, which gives prominence to the study and use of Ghanaian languages in all basic schools. NALAP is a USAID-sponsored programme, which GES helps to implement in public pre-tertiary schools. It is progressing fairly well despite some challenges. It is a bilingual approach to the study and use of the Ghanaian language and English at the kindergarten to primary three levels. It is helping to improve the ability of pupils to start reading and writing in their local languages.
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