ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT

All Children Reading
A Grand Challenge for Development

Global Education Monitoring (GEM) Report Consultation

USAID FROM THE AMERICAN PEOPLE   World Vision   Australian Aid

Getting Ready

Thank you for joining! Please note the following before we begin:

- Introduce yourself in the chat.
- Please mute your microphone until discussion section.
- By joining this event you consent to this event being recorded and the video and your contribution shared publicly.

Today's Session

- **ACR GCD Overview**
- **Presentation of GEM Report Concept Note**
- **Spotlight Report on Basic Education Completion and Foundational Learning in Africa**
- **ACR GCD's Response to Concept Note**
- **Breakout Discussions**
- **Q & A**

ACR GCD Overview

**Sergio Ramirez-Mena** | ACR GCD Chief of Party

What is a Grand Challenge for Development?

ACR GCD is one of 12 Grand Challenges

Grand Challenges for Development seek to mobilize governments, companies, NGOs and foundations around important social development issues

- Aim to bring in new voices to solve intractable development problems

ACR GCD is the only Grand Challenge focused on literacy
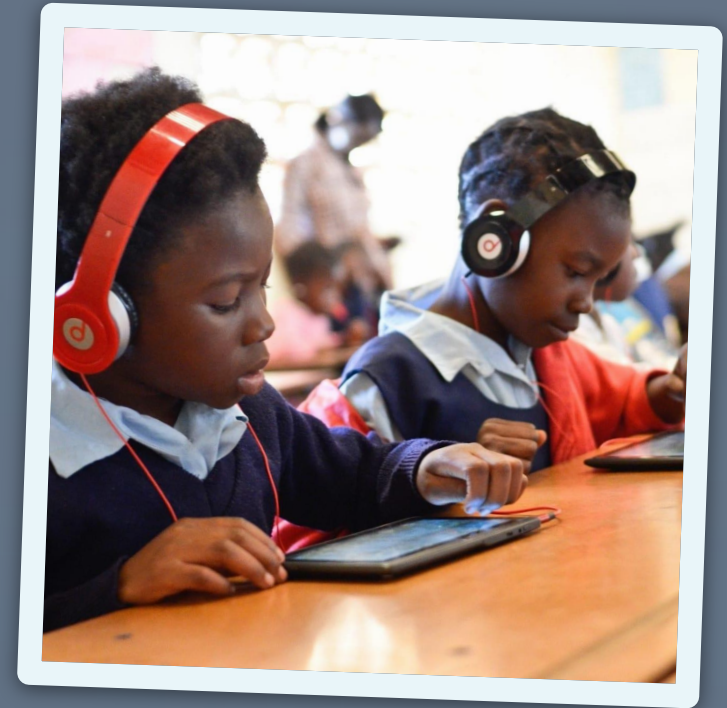
What does All Children Reading do?

Our mission is rooted in

Sourcing New Solutions

We invest in the most promising EdTech innovations and approaches for addressing gaps and barriers to child literacy

Testing New Ideas

We partner with leading education researchers to measure the impact of EdTech innovations on child literacy

Scaling What Works

We advance innovations with the greatest potential reading outcomes for more children in low-resource contexts.

Highlights in Numbers

49
Countries with ACR GCD Awards

92
Innovators Awarded

200k
Digital Book Views

35%
of ACR funds to support children with disabilities

1200
Challenge Applications

112
Underserved Languages of Teaching & Learning Materials

Influencing the EdTech Space
Promoting thought leadership in education

Focusing on two education problems technology can address, ACR GCD is:

- **Improving quality literacy content with EdTech**
  - Funding apps, digital games, and other e-learning resources
  - Producing more accessible high-quality digital storybooks
  - Capturing evidence of reading outcomes
  - Collaborating, Learning and Adapting, linking our Partners and Awardees
  - Convening and engaging key EdTech stakeholders
- **Improving equitable access especially for children with disabilities**
  - Producing local sign language storybooks
  - Building capacity and knowledge through peer-led cohorts
  - Developing Minimum & Gold Standards for Sign Language Storybook production
  - Developing an Inclusive Assessment Technical Brief with FCDO
  - Hosting Accessible Digital Content Workshop & promoting accessible materials

All children must be included

GEM Report Concept Note

Anna Cristina d'Addio & Patrick Montjourides | GEM Report

Concept note
2023 Global Education Monitoring Report
Technology and education

Consultation meeting co-hosted by All Children Reading: A Grand Challenge for Development

19 May 2022, 13:00-14:30 (CEST)

Anna Cristina D'Addio, Senior Policy Analyst (Thematic Lead), Global Education Monitoring Report
UNESCO

en.unesco.org/gem-report

2023

GEM Report role in SDG 4 follow up and review

Editorially independent team based at UNESCO since 2002 with extended mandate in the 2015 Incheon Declaration to:

Monitoring part
'be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs'

Thematic part
'report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments'

Previous GEM Report themes

2016	**Education and the SDGs**	Sep 2016
2017/8	**Accountability**	Oct 2017
2019	**Migration and displacement**	Nov 2018
2020	**Inclusion**	Jun 2020
2021/2	**Non-state actors**	Dec 2021
2023	**Technology**	**June 2023**
2024	**Leadership**	June 2024
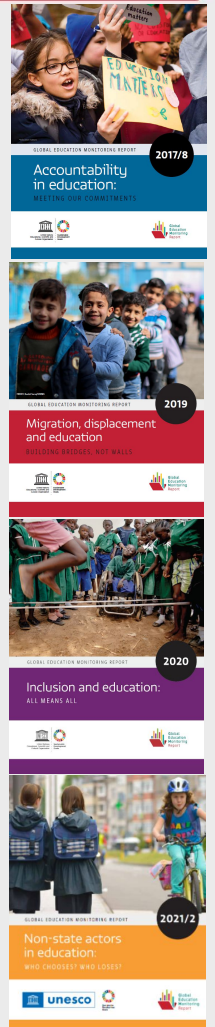
2023 GEM Report approach

Context
- ► Technology and SDG 4
- ► Covid-19 and the role of technology
- ► Technology in education divides

Focus
- ► Key education challenges and technology
- ► Minimum conditions for technology to support education
- ► Other technologies outside ICTs

Concept note for the
2023 Global Education Monitoring Report
on technology and education

unesco
Global Education
Monitoring Report

Framework (1): Challenges

What is the education we want? Can technology help?

1. Access, equity and inclusion
*Access for disadvantaged groups***:** Hard-to-reach learners
Access to content: As much in as attractive and cheap formats
2. Quality
Basic skills: Transform pedagogy, engage students, improve learning
*Digital skills***:** Provide new skills that technology demands
3. Technology development
How can education systems support technological development?
4. System management
How to make assessment and other education management data more relevant and widely used?

Framework (2): Minimum conditions

What conditions to be met for technology to support education?
How can education systems:

1. Access to technology
…ensure that all learners have access to technology resources?

2. Governance and regulation
…protect learners from the risks of technology?

3. Teacher preparation
…support all teachers to teach, use and deal with technology?

Overarching questions for today's consultation

1. Access to education for disadvantaged groups: How can technology be used to provide education to all hard-to-reach learners, particularly learners with disabilities and special education needs, remote learners, children in emergency contexts, and girls?

2. Access to content: How can more knowledge reach more learners in more attractive and cheaper formats, particularly through the use of free and open digital content, reducing the costs of content development and production while increasing quality, and using digital content, like high-quality accessible book production?

Access to education for disadvantaged groups (1)

Disadvantages on the grounds of
- ► Location/time: distance
- ► Displacement
- ► Emergencies, including COVID-19
- ► Disability and learning difficulties
- ► Gender
- ► Age

+ low-and high-tech to access rural, remote and displaced populations pre/post-Covid

Access to education for disadvantaged groups (2)

Students with disabilities
►Cost and benefits of the use of general vs. assistive technologies
►Challenges in implementing and popularizing these technologies in low-resource contexts

Undeserved languages
►Examples of technology supporting indigenous learners and refugees to overcome language barriers in education
►Use of technology in low-resource contexts during the Covid-19 pandemic to ensure remote learning material was available in local and/or minority languages

Foundational learning and numeracy
► Use of education technology to support and train teachers to adopt and use effective pedagogical and teaching practices that lead to improvements in foundational and literacy skills
► Using Ed-Tech to a) measure and b) improve reading and numerical outcomes
for disadvantaged learners (i.e. students with pre-existing learning gaps) to make sure that they are not falling behind?

Access to content (1)

► Tools of access, dissemination, enhancement, replacement and automation

►Technology and textbook innovation

►Open education movement- and obstacles

►Marrakesh treaty- production and international transfer of specially adapted books for people with blindness or visual impairments

Access to content (2)

Technology as a tool for access, dissemination & enhancement
►Expanding knowledge to more learners in more attractive and cheaper formats
►Logistical support for teaching and learning
►Modalities of content development

Open educational resources
► Ensuring access to knowledge that is free, open, relevant and of high quality for all learners
► OERs in basic and tertiary education- overcoming the barrier of large-scale adoption

Technology and textbook innovation and accessibility
►Promoting accessible materials for people with blindness or visual impairments

Objectives of the consultation

Recommend evidence-based:

▶ practical examples on the **effects** of implementing education technology interventions

▶ practical examples on the **challenges** of implementing education technology interventions

▶ education technology **policies** based on national experiences

▶ education technology **financing** based on national experiences

Any areas that you would like to know about other countries' practices that the GEM Report's PEER country profiles could cover
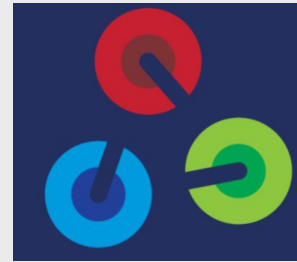
Next steps

Online consultation
What do you think should this report cover?
Send your comments and recommendations!

New chapter of **PEER** country profiles
www.education-profiles.org

Issue and response

1 in **5** primary school-aged children are *out of school*

       1 in **3** do not complete primary school by age 15

1 in **5** of those who complete achieve minimum proficiency

Progress in these areas necessary for:
- ► Equity
- ► Efficiency of education system
- ► Effectiveness of skills development agenda

Spotlight report series

Spotlight report series
= GEM Report/ADEA **partnership**

- ► To support the monitoring of **SDG 4 benchmarks** on:
  - ▷ Out of school rate
  - ▷ Completion rate
  - ▷ Foundational learning

Three one-year cycles envisaged

In each cycle:
- ► Cover about **12 countries**, of which 5 in depth
- ► Publish **country** reports by the end of the year
- ► Publish **continental** report in the middle of the year
- ► To feed into a peer learning mechanism **at AU level**

Participating countries

2022 cycle

West
Senegal and **Ghana**
Sierra Leone

Central
D. R. Congo
C. A. R.
S. Tomé/Príncipe

East
Rwanda
Kenya
S. Sudan

South
Mozambique
Madagascar
Malawi

2023 cycle

North
Mauritania

West
Niger
To be defined

Central
Angola
To be defined

East
Uganda
To be defined

South
Zambia and **South Africa**
To be defined

Analytical framework

- Within the country's planning and budget cycle, use data on pre-primary, primary and lower secondary education in terms of:

  ► Access

  ► Quality

  ► Learning

  ► Equity

  ► Finance

- to analyse **seven factors**:

Discussion

1. How has education technology been used to support and train teachers to adopt and use effective pedagogical and teaching practices and resulting in improvements of pupils' levels of foundational literacy and numeracy skills?

2. What are examples of project cycles, from cognitive and learning theories to classroom practice, followed in the development of education technology? And how do these processes integrate local knowledge and approach to technology?

Download the 2023 GEM Report **concept note**
Join in the online **consultation**

https://en.unesco.org/gem-report/2023/technology

ACR GCD Response to Concept Note

Shelly Hartman Sunyak | ACR GCD Challenge Management Group

Research Question #1

What do we know about the role of technology in addressing each of the education challenges identified with respect to access, equity and inclusion?

EdTech Summative Report

- EdTech-based literacy projects can offer beneficial individualized learning experiences to students.

- Capture individual user experiences

- Strengthen project design

- User experiences correlate to reading outcomes

Sub-Question #1

How can we provide education to all hard to reach learners?

1. Children with disabilities or special needs
2. Children in remote areas
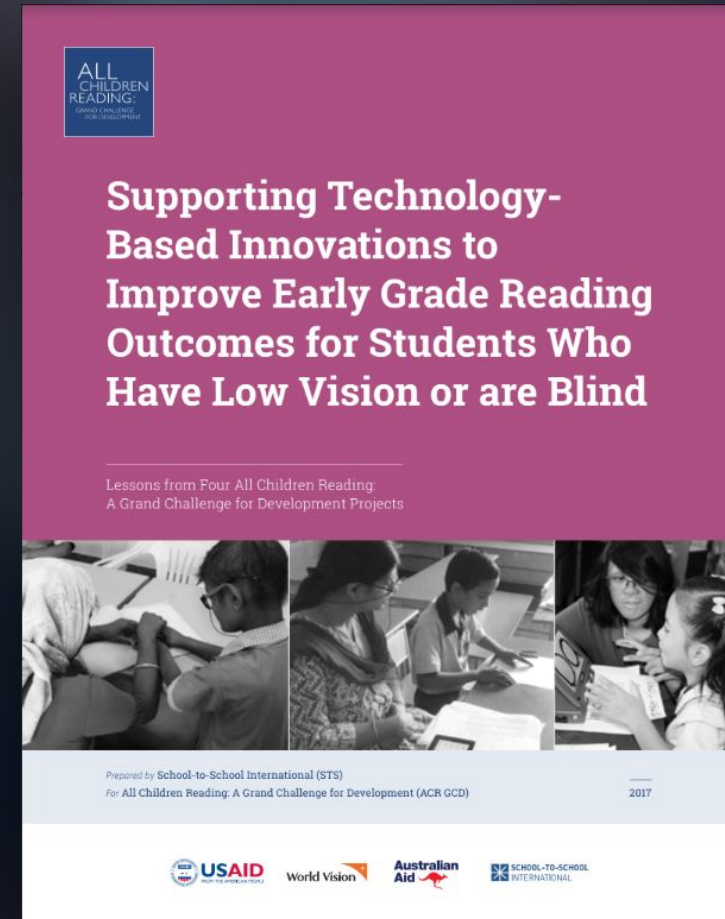3. Children in emergencies
4. Girls

EdTech for Children with Disabilities
Lessons from ACR GCD Round 2 Awardees

- Assistive Technology

- Hands-On Teacher Training

- Inclusive Assessments

- Parent Training & Advocacy

78% of children studied said they felt comfortable using the technology.

ALL CHILDREN READING: GRAND CHALLENGE FOR DEVELOPMENT

Supporting Technology-Based Innovations to Improve Early Grade Reading Outcomes for Students Who Have Low Vision or are Blind

Lessons from Four All Children Reading: A Grand Challenge for Development Projects

Prepared by School-to-School International (STS)
For All Children Reading: A Grand Challenge for Development (ACR GCD)   2017

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EdTech for Children in Emergencies

Lessons from ACR GCD Awardees & Collaborators

- Literacy Apps, Games & Digital Books to bridge gaps when children are out of school

- Literacy improvements comparable to one year of schooling with Feed the Monster & Global Digital Library on smartphones

- Parents reported Improved psycho-social wellbeing

Movies & Mobiles: Empowering Parents to Improve Educational and Learning Outcomes of 6-9 y.o. children

THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP
Development Economics

i2i DIME Entertainment Education

Norad

EdTech to support Girls

- EdTech can equalize access to education

- Girls protagonists in books

When coupled with educational content to address gender bias in community and parent engagement designed to encourage access to learning, smartphone learning apps and games can be effective options to increase literacy for girls.

Grace in Space, a story about a girl with a disability who journeys to space, is available with audio narration on Bloom Library.
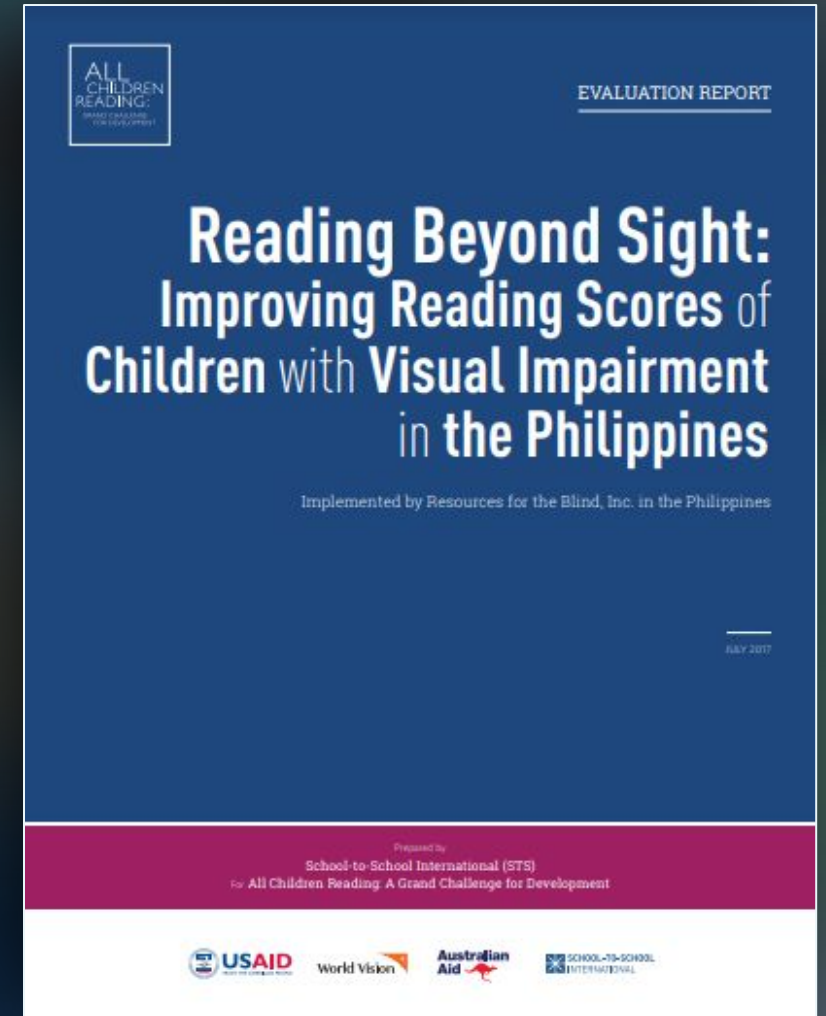
Sub-Question #2

How can we make assessment and other education management data more relevant and widely used?

Inclusive Assessments
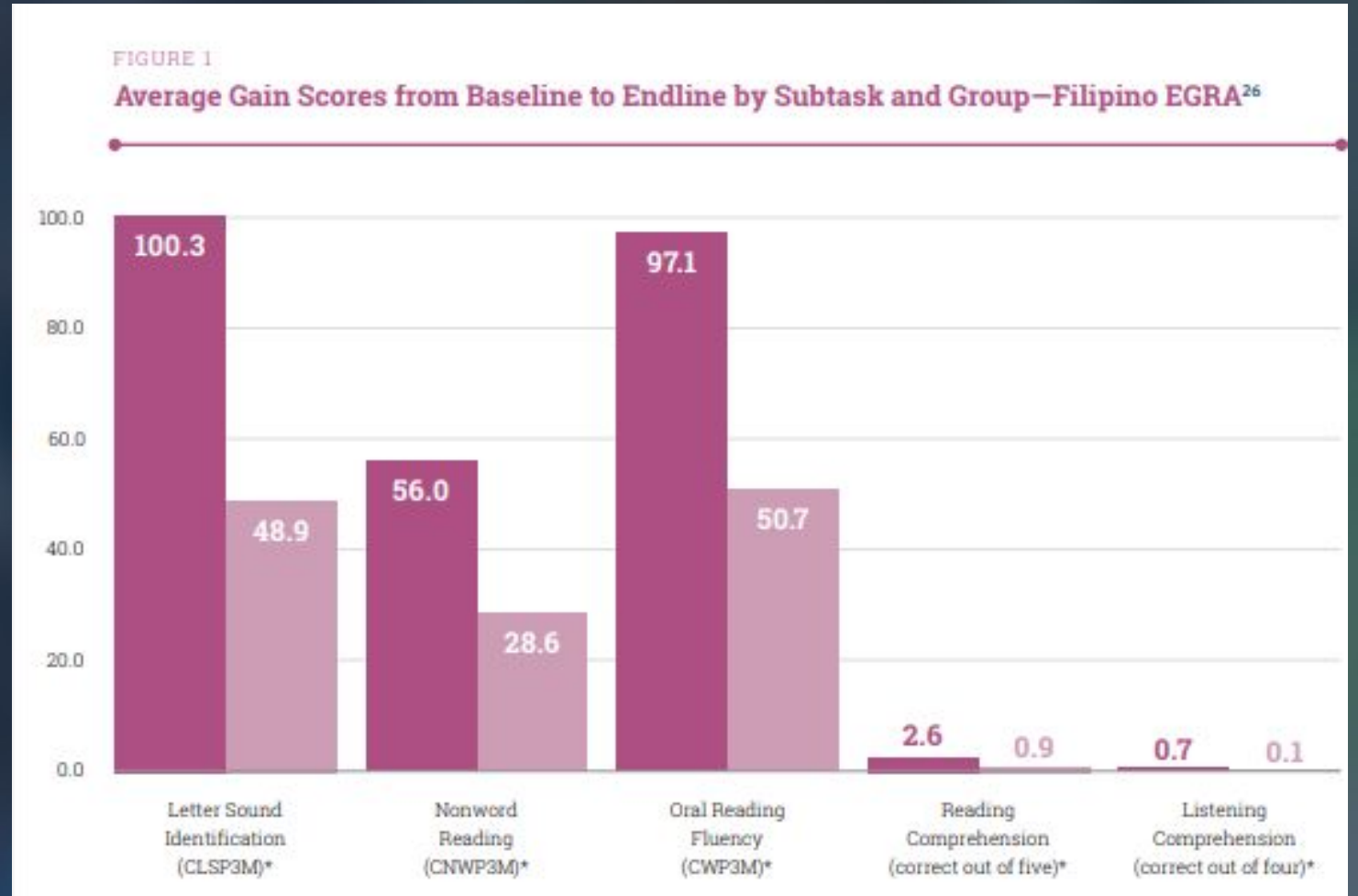
Adaptations for Children with Disabilities

- Inclusively assessed 2000+ children who are blind/low vision, deaf/hard of hearing, or have learning disabilities

- Adapted into Filipino & English Braille and Large Print

- Accomodations made to allow assistive devices and extended timed subtasks

- Removed visual references from stories

Inclusive Assessments

Results

- Reading Beyond Sight participants had significantly higher gains on Filipino and English EGRAs, than their comparison group peers

FIGURE 1

Average Gain Scores from Baseline to Endline by Subtask and Group—Filipino EGRA[26]

Letter Sound Identification (CLSP3M)*: 100.3 / 48.9
Nonword Reading (CNWP3M)*: 56.0 / 28.6
Oral Reading Fluency (CWP3M)*: 97.1 / 50.7
Reading Comprehension (correct out of five)*: 2.6 / 0.9
Listening Comprehension (correct out of four)*: 0.7 / 0.1

Sub-Question #3

How can more knowledge reach more learners in more attractive and cheaper formats?

1. Free & Open Digital Content
2. Reducing Costs of Content Development & Production
3. Marketing & Using Digital Content
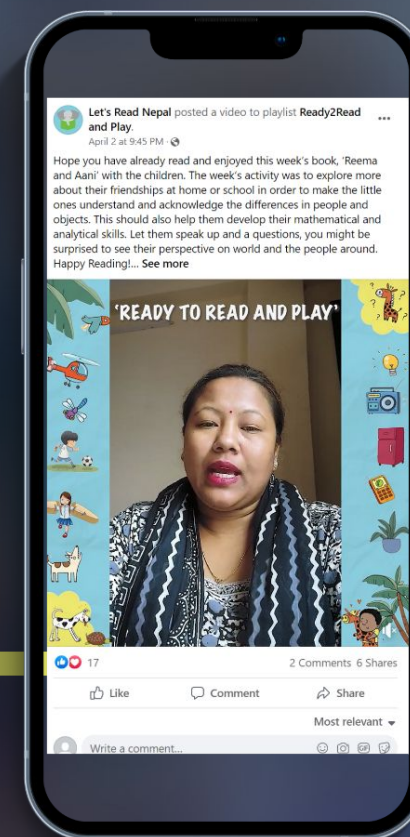
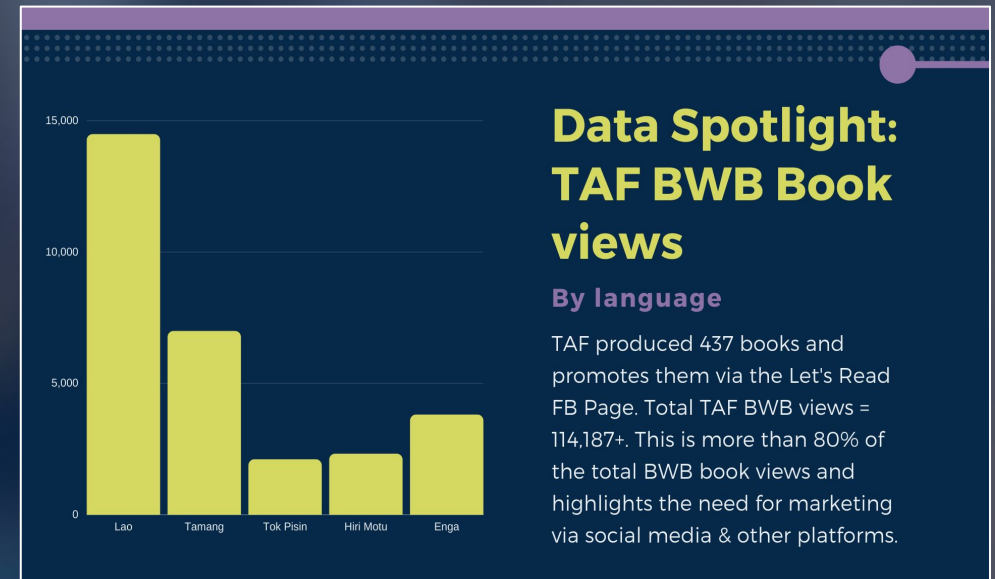# Minimum & Gold Standards

Sign Language Storybook Production

- Standard specifications to ensure ensure the highest quality books are available in the smallest file sizes for use in low resource contexts.

- Designed and validated with local Disabled Persons Organizations representatives

Using Free & Open Digital Content

- Open licensing permits no-cost access, use, resharing, adaptation and redistribution by anyone with no or limited restrictions
- Production costs for accessible ePubs are rapidly decreasing
- More efficient and cost effective book development and production
- Distribution strategies must be employed to ensure use

Data Spotlight: TAF BWB Book views

By language

TAF produced 437 books and promotes them via the Let's Read FB Page. Total TAF BWB views = 114,187+. This is more than 80% of the total BWB book views and highlights the need for marketing via social media & other platforms.

Breakout Discussion Groups

Research Question

What do we know about the role of technology in addressing each of the education challenges identified with respect to access, equity and inclusion?

Breakout Options

BREAKOUT 1: Disadvantaged groups

How can we provide education to all hard to reach learners?
(including Learners with Disabilities and Special Educational Needs, Remote Populations, Education in Emergencies, and Girls)
Stay in this session (ignore invitation to join a breakout group)

BREAKOUT 2: Access to content

How can more knowledge reach more learners in more attractive and cheaper formats?
(e.g. High quality Accessible Book Production-including Sign Language Storybooks, Free & Open Digital Content, Reducing Costs of Content Development & Production, Using Digital Content.)
Join breakout invitation on your screen

Breakout Discussion Group #1
Disadvantaged Groups

Breakout Discussion Group #2
Access to Content

Question & Answer

GEM Report

What's Next?

Let's continue the conversation

- Contribute to the online consultation by sharing your research and resources
    - Online consultation available in English / Español / Português
- Share feedback, literature, examples of projects, innovations and good practices on EdTech and data that could feed into the 2023 GEM Report - email: l.stipanovic-ortega@unesco.org

What's Next?

Follow up

- Post event email
- Blog featuring ACR GCD awardees
- Consultation recording
- Consultation Report - available end of June
- Expected release date of the 2023 GEM Report on technology and education is June 2023
- Two regional editions will accompany the 2023 GEM Report:
  - Southeast Asia
  - the Pacific