3. Policy and Practice: The Case of an Approach to Embedding SDG 4.7 into teaching and learning in low resource environment
Professor. James H. Williams (The George Washington University)


Professor James Williams then presented his case study of the NISSEM approach to embedding SDG4.7 into teaching and learning in low resource environments. He would focus on getting policy into practice at the school level. NISSEM is Networking to Integrate SDG target 4.7 and SEL skills into Educational Materials, including 7-8 faculty and practitioners, currently only from the global North but they wish to extend to the South also.

He believed that managing improvements in quality requires different approaches than managing those in access, one of the greatest gaps is between policy intentions and classroom practices, especially in low and middle-income contexts, conflict situations and in other marginalized communities. NISSEM has no funding or organization but is focused on how to improve quality in situations of conflict. Simply put, to improve quality, teachers need to teach better. This, in turn, requires teaching and learning materials, teachers able to teach (training, instructional support), and students able to learn (nutrition, rest, social and emotional capabilities).

Part of the NISSEM idea is that many schools have only a teacher, a textbook and a kid. In many such contexts, textbooks constitute "the first and sometimes the only books that a young person may read [and] in most classrooms they determine what and how teachers teach." The teacher may not have strong pre-service training, and little instructional support. So, the idea is to get socio-emotional learning into the textbook to help the teacher, following the components of SDG4.7, though there were many of these components. Professor Yoshida noted that originally there were only two components to the draft 4.7 (ESD and global citizenship) but that a UN working group expanded it to its final form. Professor Williams observed that SEL was very similarly defined both by CASEL and by the World Bank but out of the West and so tends

to focus on self-regulation; others are now looking at what's needed in conflict situations and coming up with somewhat different lists. NISSEM has had six meetings and produced some documents (see www.nissem.org).

NISSEM therefore focuses on four elements: socio-emotional learning, SDG4.7, textbooks and materials in conflict-affected low and middle-income countries, as in this diagram:
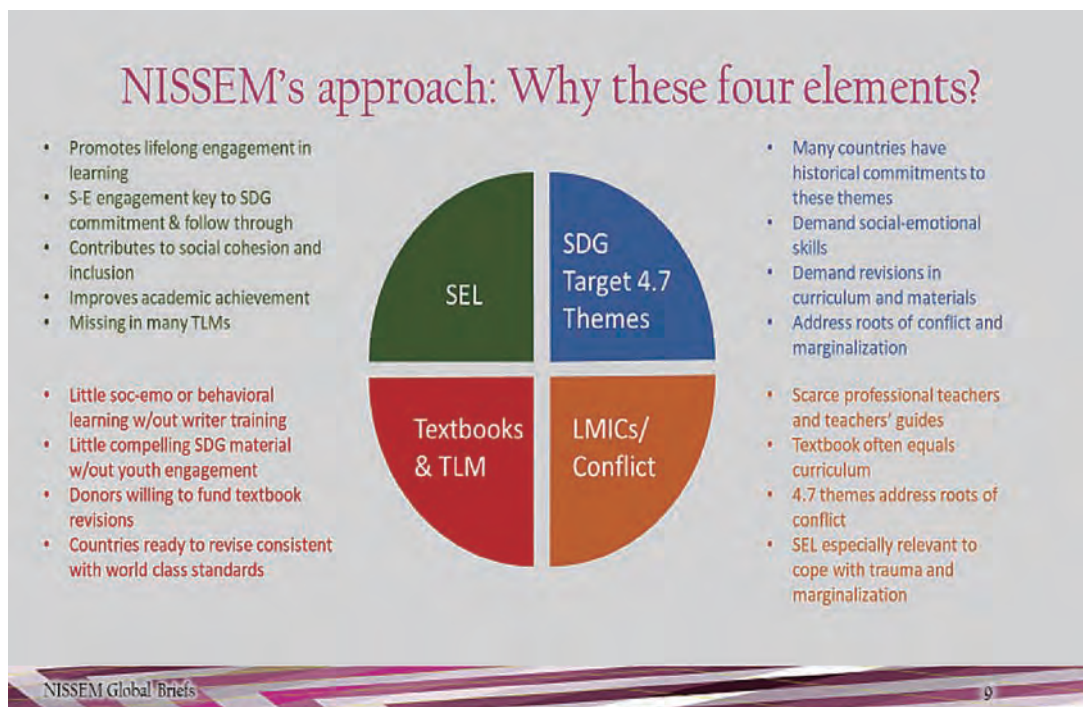
Professor Williams stressed that the objective is to produce textbooks that incorporate *pro-social content and pedagogy* can more effectively convey SEL & *support learning of all subjects*. One of the NISSEM group's concepts, he explained, was to move textbooks from being barriers to becoming carriers of learning, teaching and inclusion:

Textbooks: from barriers to carriers

Learning barriers	Learning carriers
Concepts lifted straight from syllabus	Big, engaging, organisational ideas
Narrow emphasis on low level cognitive learning	Includes social, emotional and higher-level cognitive learning
Language is above learners' reading level	Appropriate reading level
Teaching barriers	**Teaching carriers**
Overloaded content forces teacher to adopt rote-learning approach	Reduced content allows for supportive and remedial teaching
Textbook consists of list of definitions	Fewer concepts, treated in depth
No pedagogy (the self-study approach)	Structured pedagogy
No recognition of classroom conditions	Practical for large classes and limited resources
Equity and inclusion: barriers	**Equity and inclusion: carriers**
Non-inclusive content	Inclusive content
No recognition of learner identity and voice	Recognition of learner identity and voice
Not in learners' language	Written in learners' language

NISSEM Global Briefs   12

Professor Williams explained how NISSEM believed in the "strong-strong" model: strong *pedagogy* combined with strong *content*. He gave an example of how a textbook/lesson plan in Bangladesh could be revised to become more useful with simpler sentences, more white space, input on the left and exercises on the right both creating together in the learner's mind. He drew attention to the NISSEM briefs, giving an example of a practical way of teaching human rights by helping students see themselves as historical actors in holocaust situations.

He concluded that SEL is most needed in conflict situations, not just in terms of self-regulation but also in terms of how to calm others. Doing this through textbooks is the NISSEM agenda.

Slide 1

Policy and Practice:
The case of an approach to embedding SDG 4.7 into teaching and learning in low resource environments

James H Williams
The George Washington University

NISSEM Global Briefs

Slide 2

Premises

- Managing improvements in quality is qualitatively different than management of improvements in access

- One of greatest gaps in policy-practice is gap between intentions and plans of policymakers and classroom implementation

- This is especially so in low and middle income contexts, in areas affected by conflict, and in many other marginalized communities

- To improve quality & learning, teachers need to teach better

NISSEM Global Briefs

Slide 3

Filling gap requires better teaching

- Teaching and learning materials (TLMs) able to support learning
  - Instructional inputs (textbooks, teachers guides, instructional aids
  - Quantity & quality
- Teachers able to teach well
  - Training
  - Instructional support
- Students able to learn well
  - Nutrition
  - Rest
  - Social and emotional capacities (SEL)

NISSEM Global Briefs

Slide 4

The case of NISSEM
An approach to helping fill policy-practice gap in teaching & learning

NISSEM Global Briefs

Slide 5

NISSEM: Networking to Integrate SDG Target 4.7 and SEL Skills into Educational Materials

- In 2017 a group of international academics and practitioners joined forces
  Benavot, Bernard, Chabbott, Kurana, Russell, Sinclair, Smart, Williams & Young
- To promote integration of Target 4.7 themes & related social/emotional skills into textbooks & and other education materials
- Particular focus on countries facing resource shortages, prolonged violence or post-conflict reconstruction.

NISSEM Global Briefs

Slide 6

NISSEM's work

- Six+ international meetings
- Documents produced
  - Position paper
  - Working paper
  - Background paper
  - Bibliography
- Publications
  - A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials
  - UNESCO report
  - Global Briefs (42 briefs from 60+ contributors under 9 general headings)
- Social media: blogs, twitter, etc.
  https://www.nissem.org/

NISSEM Global Briefs

Rationale

- Sustainable Development Goal (SDG) Target 4.7 reinforces earlier global education goals critical to achieving SDGs as a whole

- Global indicator for Target 4.7 encourages countries to review and reconsider existing (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment to assess how adequately they incorporate Target 4.7 themes

- Implementing Target 4.7 is particularly pressing where conflict has damaged education systems or where insufficient resources or traditional pedagogy limit range and relevance of teaching and learning materials.

- In many such contexts, textbooks constitute "the first and sometimes the only books that a young person may read [and] in most classrooms they determine what and how teachers teach."

SDG 4.7 & SEL skills (& dispositions)

SDG Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through

- Education for sustainable development and sustainable lifestyles,
- Human rights,
- Gender equality,
- Promotion of a culture of peace, non-violence,
- Global citizenship and
- Appreciation of cultural diversity and of culture's contribution to sustainable development

Social & Emotional Learning

CASEL
- Self-awareness
- Self-management
- Social awareness
- Relationship/Social skills
- Responsible decision-making

World Bank (2018)
- Self-awareness
- Self-regulation
- Social awareness
- Positive communication
- Determination
- Responsible decision-making

NISSEM's approach: Why these four elements?

- Promotes lifelong engagement in learning
- S-E engagement key to SDG commitment & follow through
- Contributes to social cohesion and inclusion
- Improves academic achievement
- Missing in many TLMs

- Little soc-emo or behavioral learning w/out writer training
- Little compelling SDG material w/out youth engagement
- Donors willing to fund textbook revisions
- Countries ready to revise consistent with world class standards

- Many countries have historical commitments to these themes
- Demand social-emotional skills
- Demand revisions in curriculum and materials
- Address roots of conflict and marginalization

- Scarce professional teachers and teachers' guides
- Textbook often equals curriculum
- 4.7 themes address roots of conflict
- SEL especially relevant to cope with trauma and marginalization

[Diagram: SEL / SDG Target 4.7 Themes / Textbooks & TLM / LMICs/Conflict]

Students study in a school under the metro bridge in Delhi. (Representational Image)(Sushil Kumar HT PHOTO)

Key points

Educational materials that incorporate *pro-social content and pedagogy* can more effectively convey SEL & *support learning of all subjects*

Textbooks are particularly important because they:
- *embody* the national curriculum and represent government policy
- *frame* teaching & learning activities in the classroom & leverage changes in TPD
- *are highly influential* where teachers have less training and must cover curriculum/textbook content.

SDG 4.7 and growing interest in SEL creates demand for a new generation of textbooks and educational materials that incorporate locally relevant pro-social themes.

Textbooks: from barriers to carriers

Learning barriers	Learning carriers
Concepts lifted straight from syllabus	Big, engaging, organisational ideas
Narrow emphasis on low level cognitive learning	Includes social, emotional and higher-level cognitive learning
Language is above learners' reading level	Appropriate reading level
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Overloaded content forces teacher to adopt rote-learning approach	Reduced content allows for supportive and remedial teaching
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Not in learners' language	Written in learners' language

The strong–strong model

Treats Target 4.7 and SEL as both *content* and *pedagogy*

SEL + structured pedagogy in new Bangladesh primary social studies textbooks

Before

SEL + structured pedagogy in new Bangladesh primary social studies textbooks


The strong-strong model as a lever for change

- Essentially using textbooks to help teachers teach better & to help students learn better
- As a framework for textbook planning and development
- As textbook evaluation criteria
- Applied to a syllabus and even a curriculum framework
- Aligning all three types of documents
- Reviewing entire education system at start of comprehensive curriculum and textbook renewal programme

Sampling of Briefs: difficult histories, and the social dimension of reading

Teaching about human rights, citizenship, and gender in post-conflict contexts: The case of Rwanda
S Garnett Russell & Danielle Falk
Teachers College, Columbia University
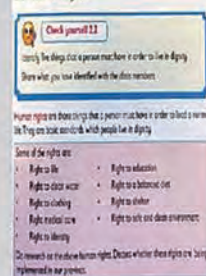
The citizen within: Supporting teachers to develop their own civic capacity and the development of young democratic citizens

Karen Murphy, Sean Pettis & Dylan Wray

Facing History and Ourselves

Textbook content as a symptom of deeper struggles: A '4Rs' framework to analyze education in conflict-affected situations

Mieke Lopes Cardozo, Mario Novelli & Alan Smith

Universities of Amsterdam, Sussex & Ulster

Constructing national identity in the midst of ethnic diversity in Botswana's junior secondary schools

Bethany Mabethi

Botswana Educational Research Association

'If youth are given the chance': effects of education and civic engagement on Somali youth support of political violence

Beza Tesfaye, Mercy Corps
Topher McDougal, University of San Diego
Beth Maclin, George Washington University
Andy Blum, Kroc Institute for Peace & Justice

32. How to actively engage young children in reading the word and the world

JEAN BERNARD

32. How to actively engage young children in reading the word and the world

34. What is the secret sauce?
The story of the We Love Reading program

RANA DAJANI

Strategy:
From briefs to action

What is a *selective* approach?

- Models: borrowing from agriculture and health
- Key elements
  - New scientific research → importance of topic
  - Pre-existing political commitment
  - Doable within a political or project cycle
  - Low cost innovations
  - Delivery system already exists or can be quickly assembled
  - Measurable, dramatic outcomes
- Inspires more action, more funding, for more issues

Drivers of change in policy and practice

Why these four elements? Stakeholders' interests

Where do we begin? What do we measure?

4. Learning Improvement for All: Toward a Sustainable Policy-Practice Cooperation

Associate Professor. Tatsuya Kusakabe (Hiroshima University)

Associate Professor Tatsuya Kusakabe then introduced his presentation on "Learning Improvement for All: Toward a Sustainable Policy-Practice Cooperation. He drew on his experiences in Bangladesh, where many girl students drop out of school in rural areas and move to urban areas to find housework and other work, and in Ethiopia where, as Professor Yoshida had mentioned, there are many good policies prepared with the help of international organizations but that are not being actively implemented. He noted that most people in developing countries live in rural areas, yet they know nothing about SDG4 or ESD. Our biggest issue was how to deliver good education to those at the bottom of society in rural areas; for this it is essential to go to these areas. When Professor Kusakabe visits Bangladesh and African countries, he always takes the bus to go deep into the countryside and does not just stay in the capital city as previous researchers did.

He explained that Hiroshima University's Center for the Study of International Cooperation in Education has as its mission to make recommendations to the government. It is a small center with limited human resources and a limited budget. Recently it obtained grants from UNU and UNESCO and from the Japanese government and prioritizes two areas of education: (1) Getting the last 10% of children into school, usually children who are discriminated against because they are minorities or poor or girls or live with disabilities; (2) Improving learning for those in school, many of whom are taught by those who themselves do not have much education. The focus is on public schools, as rich people can send their children to private schools.
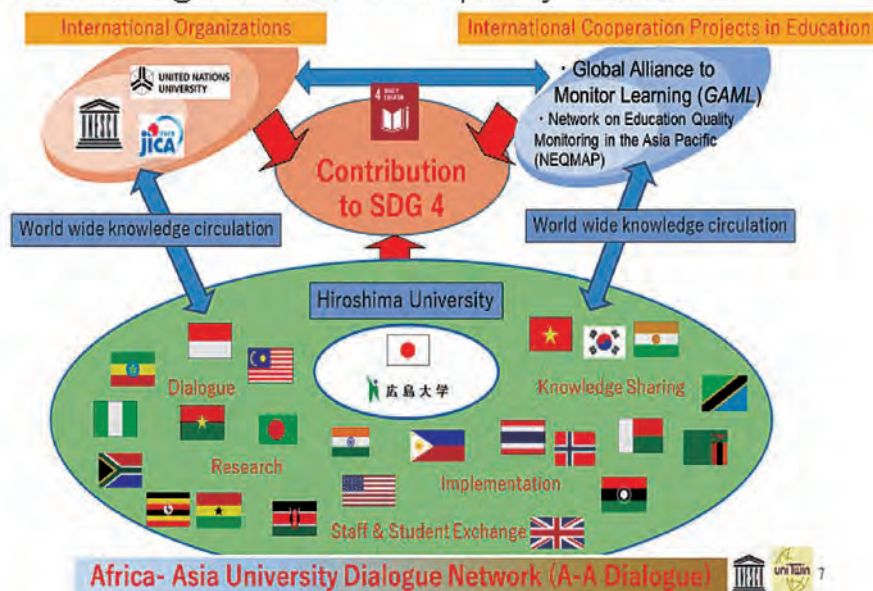
He explained that the key question that his presentation would address is how to establish and institutionalize sustainable system models for both learning improvement and inclusive

education without enough budget.

To do this, CICE draws on the already established Africa-Asia University Dialogue (A-A Dialogue) as shown in this diagram:

This network links universities in Asia and Africa and some friendly international organizations in education like UNU, UNESCO and JICA and has several projects in international cooperation in education, including the Global Alliance to Monitor Learning. Every year or every two years, the Dialogue gathers the network in one country.

Professor Kusakabe explained that the A-A Dialogue's action-oriented research project was the Development of the Inclusive Education System Model for Learning Improvement in Developing Countries. He gave five examples of action-oriented research:

a) Indonesia Education University's Lesson Study, a way to improve teacher quality that draws on a traditional Japanese education method, in which other teachers comment on and evaluate one teacher's lesson. Already 170 schools have been impacted, and Pakuwan University and other universities in Indonesia like are also now spreading this Lesson Study.

b) In Bangladesh, a peer tutoring system was introduced in the Garo community in which high achieving students sit next to low achieving ones and they learn together.

c) In South Africa, Pretoria University and Hiroshima University have introduced a science homework project with parental support.

d) Vietnam National University and Hiroshima University have introduced lesson study projects with community learning at a school in Hatay district in Vietnam. The Vietnam

experience was interesting as the target school principal initially said he could not accept the approach as he had not had any command to do so from the Communist Party, though after explanations he did finally accept it. In this project, the students sit in small groups of five, and lessons in the school have changed from "chalk and talk" to being student-centered.

e) In Ethiopia where, as he had noted earlier, there are excellent policies, but they are not known in the rural areas, Professor Kusakabe had located a pioneer school principal who could implement a national policy to use school-based tutorials every Friday. Some teachers were not keen to do this without additional salary, but eventually they did so on a voluntary basis. The results were improved test and examination scores.

Professor Kusakabe therefore explained that overall the project consists of connecting universities in Japan and those in developing countries, into what is called the University-Policy-Practice Partnership as shown here:
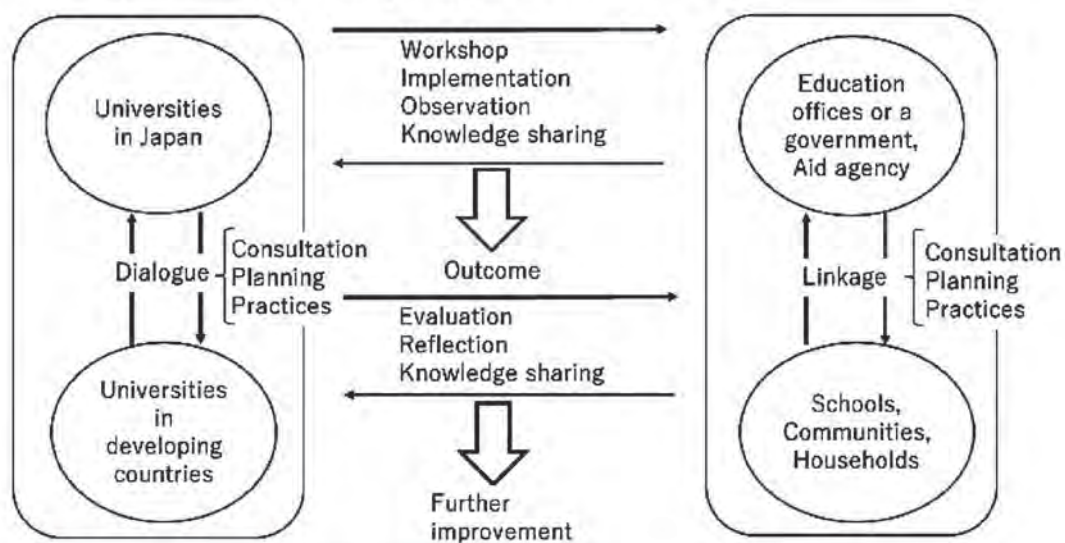
He reported that the partnership has good results, which have been estimated quantitatively. The end line survey in Ethiopia, Zambia, South Africa and Bangladesh showed that the project has had a positive impact on test scores, home study, fun, relationships with parents and relationships with teachers.

He noted that many local universities are involved, who can observe developments all year, unlike we who came from Japan. The overall principle is that all stakeholders (Japanese universities, Asian-African universities, local governments and schools) are involved but none

has a major responsibility, and all can observe and check each other; also, Hiroshima University to return in one year to provide an incentive to continue. The project was successful because it approached the educational needs of rural areas and chose to start with schools that had good practices, that already owned these practices. Such schools were rare, however, so now it was necessary to disseminate the results more widely from these pilot projects, for example to one county or to one city. The project still needed to consider how to do this dissemination.

18th/Oct/2019@George Washington University, USA

Learning Improvement for All
-Toward a sustainable policy-practice cooperation

Tatsuya KUSAKABE, Ph.D
Center for the Study of International
Cooperation in Education(CICE),
Hiroshima University, Japan

Ⅰ. Back Ground of the Presentation

1.Quality issues of educational development

Gap   Discrimination

Unsustainability

- Last 10% issue: How we invite pupils of youth from disabled, ethnic and language minority groups, poor households, girls and so on, and realize …

- Learning … development in … decline of quality education.

Gap → Equality

Discrimination → Inclusiveness

Unsustainability → Sustainability

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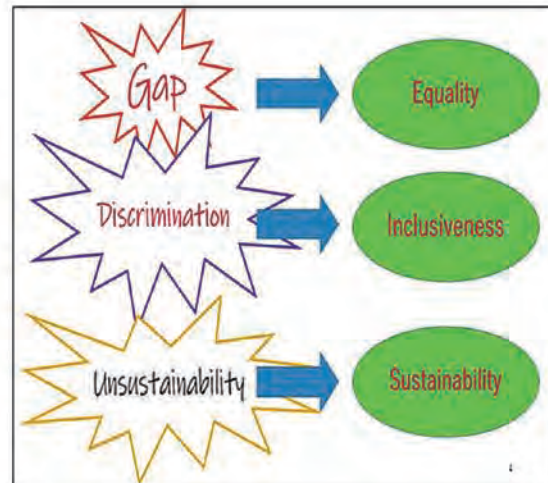
2. Key point of the presentation

- How we establish and institutionalize a sustainable system models for both learning improvement and inclusive education without enough budget?

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3. Formulating a network for quality education

Africa- Asia University Dialogue Network (A-A Dialogue)

5. Project flow

1st – 2nd year
2nd – 3rd year

Sustainable and Inclusive Education System Model

Preliminary Research
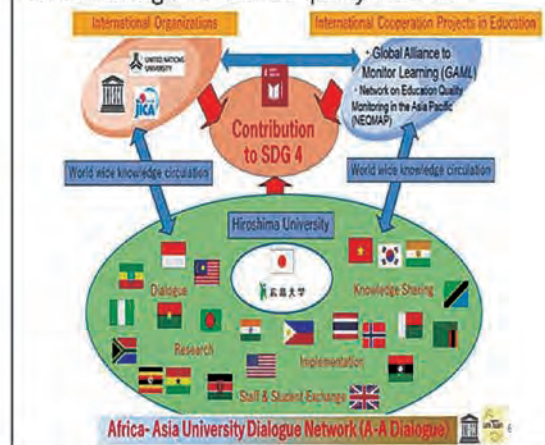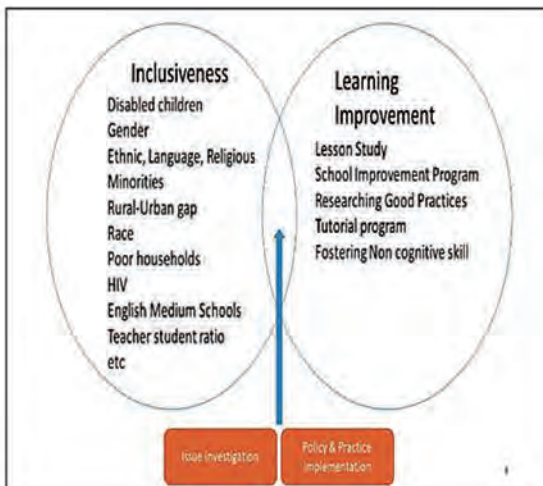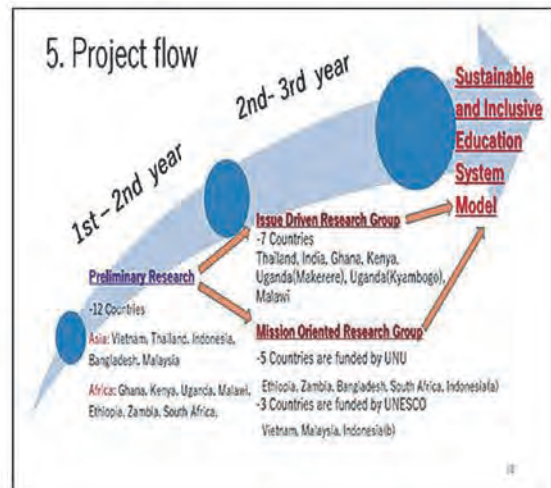-12 Countries
Asia: Vietnam, Thailand, Indonesia, Bangladesh, Malaysia
Africa: Ghana, Kenya, Uganda, Malawi, Ethiopia, Zambia, South Africa.

Issue Driven Research Group
-7 Countries
Thailand, India, Ghana, Kenya, Uganda(Makerere), Uganda(Kyambogo), Malawi

Mission Oriented Research Group
-5 Countries are funded by UNU
Ethiopia, Zambia, Bangladesh, South Africa, Indonesia(a)
-3 Countries are funded by UNESCO
Vietnam, Malaysia, Indonesia(b)

Inclusiveness
Disabled children
Gender
Ethnic, Language, Religious Minorities
Rural-Urban gap
Race
Poor households
HIV
English Medium Schools
Teacher student ratio
etc

Learning Improvement
Lesson Study
School Improvement Program
Researching Good Practices
Tutorial program
Fostering Non cognitive skill

Issue investigation
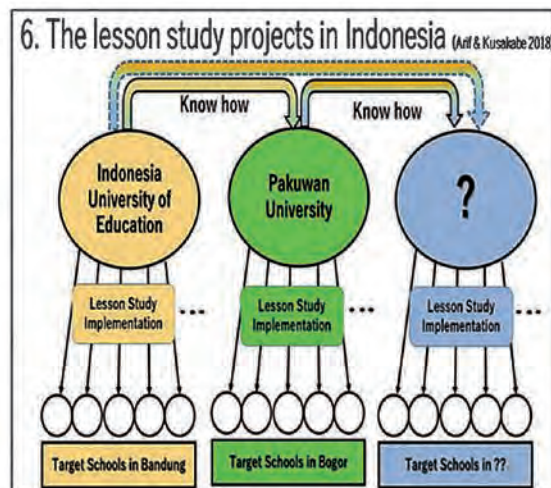Policy & Practice Implementation

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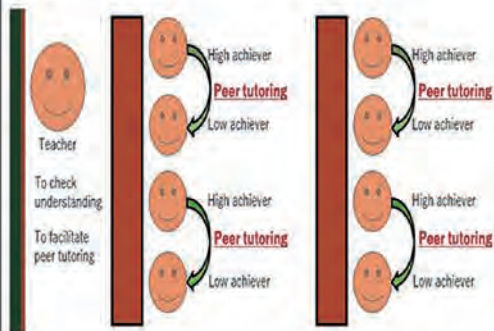**4. Efforts and contributions from international society and universities**

Development of the Inclusive Education System Model for Learning Improvement in Development Countries
United Nations University Grants for Global Sustainability (FY2015-2017)

Formulating and Strengthening Cooperative Communities for Non-cognitive Skill Development as Learning Results in Primary and Secondary Education in Asian Countries

FY 2017 ODA Grants for UNESCO Activities
Exchange and Cooperation Programs for Promotion and Development of the Education, Science, Technology and Culture of Developing Countries in the Asia-Pacific Region

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II. Action Researches in A-A Countries

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6. The lesson study projects in Indonesia (Arif & Kusakabe 2018)

Know how   Know how

Indonesia University of Education
Pakuwan University
?

Lesson Study Implementation
Lesson Study Implementation
Lesson Study Implementation

Target Schools in Bandung
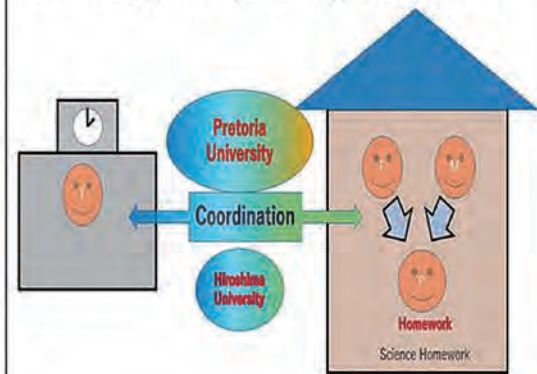Target Schools in Bogor
Target Schools in ??

7. Peer tutoring project in a classroom in the Garo community, Bangladesh (Asim & Kusakabe 2018)
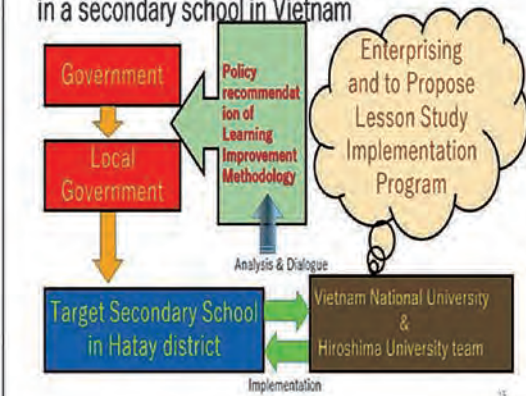

8.Homework project with parental support in South Africa

9. Lesson study projects by learning community style in a secondary school in Vietnam

10. Outcome of the lesson study project

- The lesson study successfully produced the gold medal teacher and two silver medal teachers in Hanoi city level teacher contest. (2700 teachers at institute level→281 teachers in city level→55 gold medal teachers)

- Lessons in the classes at the school have changed from chalk and talk to student centered.

11. Some education policies in Ethiopia

- Education Sector Development Programs (ESDP I, II, III, IV and V); 1996-2020 tbc
- The Higher Education Proclamation; 2009
- The School Net (satellite TV; digitized instructions); 2010
- General Education Quality Improvement Program (GEQIP I & II) - includes curriculum improvement, TPD, and SIP;2011-
- GEQIP E(Equity) has recently been launched (internal efficiency, equity and quality); 2017-

## 12. School based tutorial in Ethiopian secondary education

Weekly Time Table

	Monday to Thursday	Friday
Regular Classes		
Tutorial	Tutorial	Tutorial	Tutorial	School based tutorial

The school conduct additional classes an hour on Friday in each subjects. The teachers teach again details to difficult part which is thought by the students.
(Berhanu & Kusakabe 2018)

19

13. Ethiopian case

Olankomi — pre — post

Holeta — pre — post

(Berhanu & Kusakabe 2018)

20
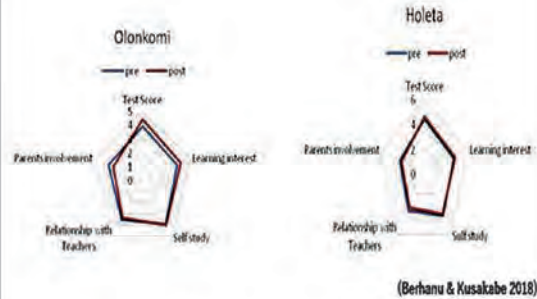
The achievement of students in grade 10 national examinations or the passing rate of students to preparatory classes (<2.71M; <2.75F) at the intervention school has shown improvement:
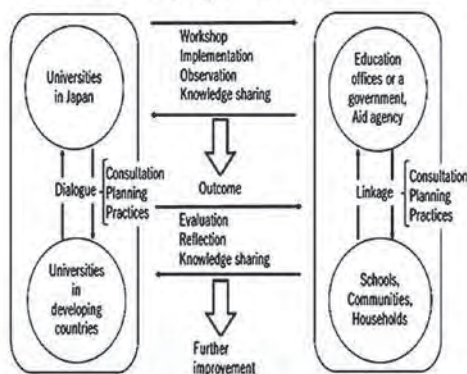
Years Schools	2014/15 2007 E.C.	2015/16 2008 E.C.	2016/17 2009 E.C.
Olankomi	28%	48%	71%
Holeta	23%	18%	24%

21

22

14. What the project created?

Universities in Japan

Workshop Implementation Observation Knowledge sharing

Education offices or a government, Aid agency

Consultation Planning Practices

Dialogue

Outcome

Linkage

Consultation Planning Practices

Evaluation Reflection Knowledge sharing

Universities in developing countries

Further improvement

Schools, Communities, Households

University- Policy- Practice Partnership

23

III. Outcome of the Projects

24

15. Results of the implementations

Explained Variable	(1) Score	(2) Home study	(3) Fun	(4) Relationship with parents	(5) Relation with teacher
After the project	0.253*** (0.057)	0.399*** (0.084)	0.023 (0.060)	0.097 (0.000)	0.289*** (0.078)
Home study	0.092** (0.033)				
Relationship with parents					0.187*** (0.049)
Ethiopia	0.022*** (0.079)	0.309*** (0.118)	-0.471*** (0.084)	-0.517*** (0.112)	0.172 (0.116)
Zambia	0.597*** (0.091)	0.387*** (0.120)	-0.315*** (0.005)	-0.274** (0.113)	-0.512*** (0.112)
South Africa	-0.015 (0.087)	0.099 (0.132)	-0.508*** (0.094)	0.174 (0.125)	
Bangladesh					0.107 (0.115)
Constant	3.148*** (0.118)	2.960*** (0.096)	4.444*** (0.070)	3.725*** (0.093)	3.081*** (0.212)
R-squared	0.352	0.081	0.089	0.092	0.199
N	396	405	410	404	389

Standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

The end line survey told us that the project has given positive impact to score, home study, fun, relationship with parents and relationship with teacher (Yamane 2018)

16. Conclusion

- The project has positive evidences according to quantitative data. The driving force of the pilot project was that all stakeholders such as Japanese and Asian-African universities, local governments and schools had not large responsibility. Furthermore, they observed and checked each other.

- Reason why each project had positive impact because we approached educational needs in rural areas in Asian and African countries, and have chosen some schools have good practices.

- A way forward of those projects are to disseminate to wider areas from those pilot projects.

References

- Arif Hedayat and Tatsuya Kusakabe(2018) Fostering Equality in Lesson Study through Kyozai Kenkyu for Learning Improvement: The case study in Indonesia, *FY 2017 United Nations University grants for Global Sustainability Development of the Inclusive Education System Model for Learning Improvement in Developing Countries: The Report of UNU-IAS-UNESCO-CICE Joint Symposium "Sustainable and Inclusive System Model for Educational Development"*, Center for the Study of International Cooperation in Education (CICE), Hiroshima University, pp.57-62.

- Berhanu Abera and Tatsuya Kusakabe(2018) Improvement of School Based Tutorial in Olonkomi County, Olomia State in Ethiopia, *FY 2017 United Nations University grants for Global Sustainability Development of the Inclusive Education System Model for Learning Improvement in Developing Countries: The Report of UNU-IAS-UNESCO-CICE Joint Symposium "Sustainable and Inclusive System Model for Educational Development"*, Center for the Study of International Cooperation in Education (CICE), Hiroshima University, pp.75-84.

- Asim Das and Tatsuya KUSAKABE (2018) Implementation of Peer Tutoring Method in a Classroom in Haronaigal in Rural Bangladesh, *FY 2017 United Nations University grants for Global Sustainability Development of the Inclusive Education System Model for Learning Improvement in Developing Countries: The Report of UNU-IAS-UNESCO-CICE Joint Symposium "Sustainable and Inclusive System Model for Educational Development"*, Center for the Study of International Cooperation in Education (CICE), Hiroshima University, pp.92-99.