

Education Disrupted, Education Reimagined

Part II

#EducationReimagined

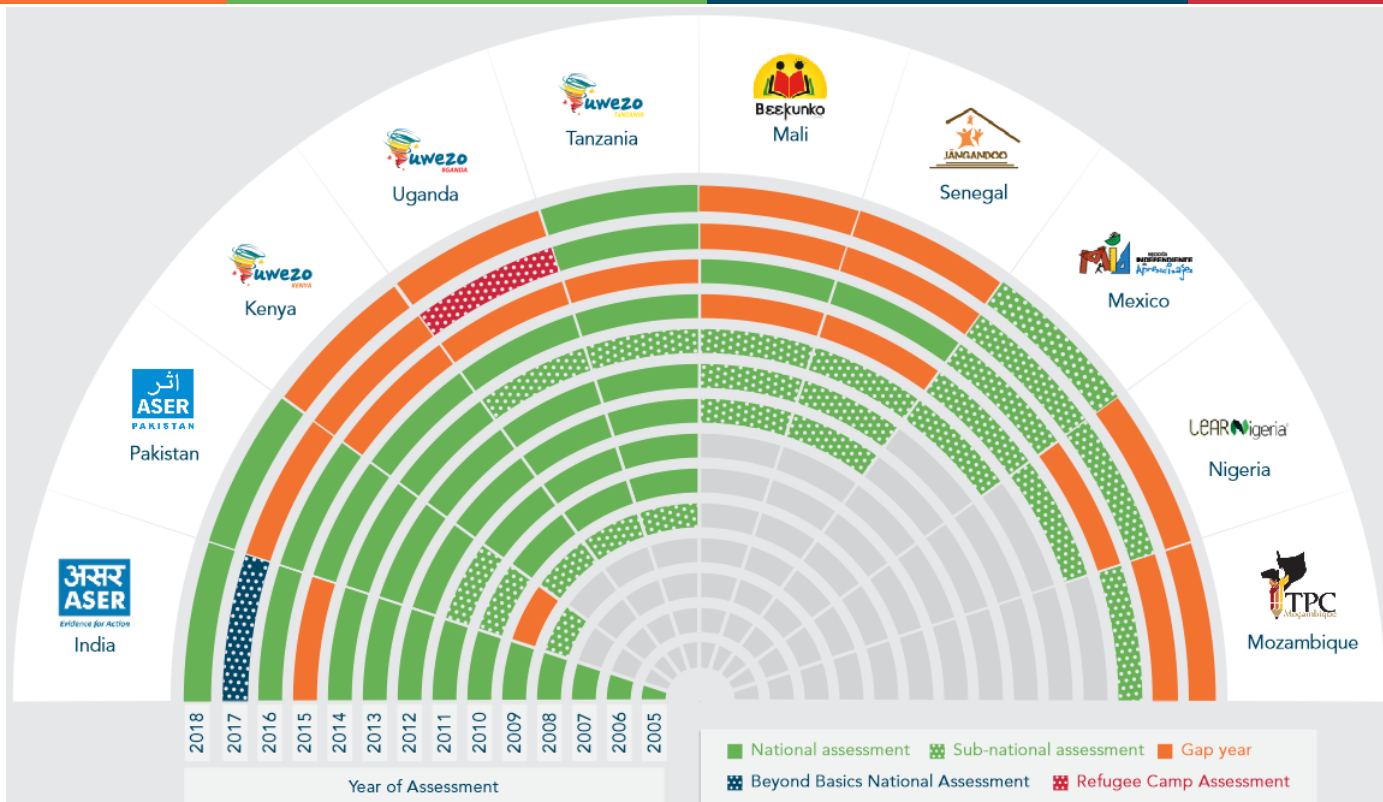


Holon IQ

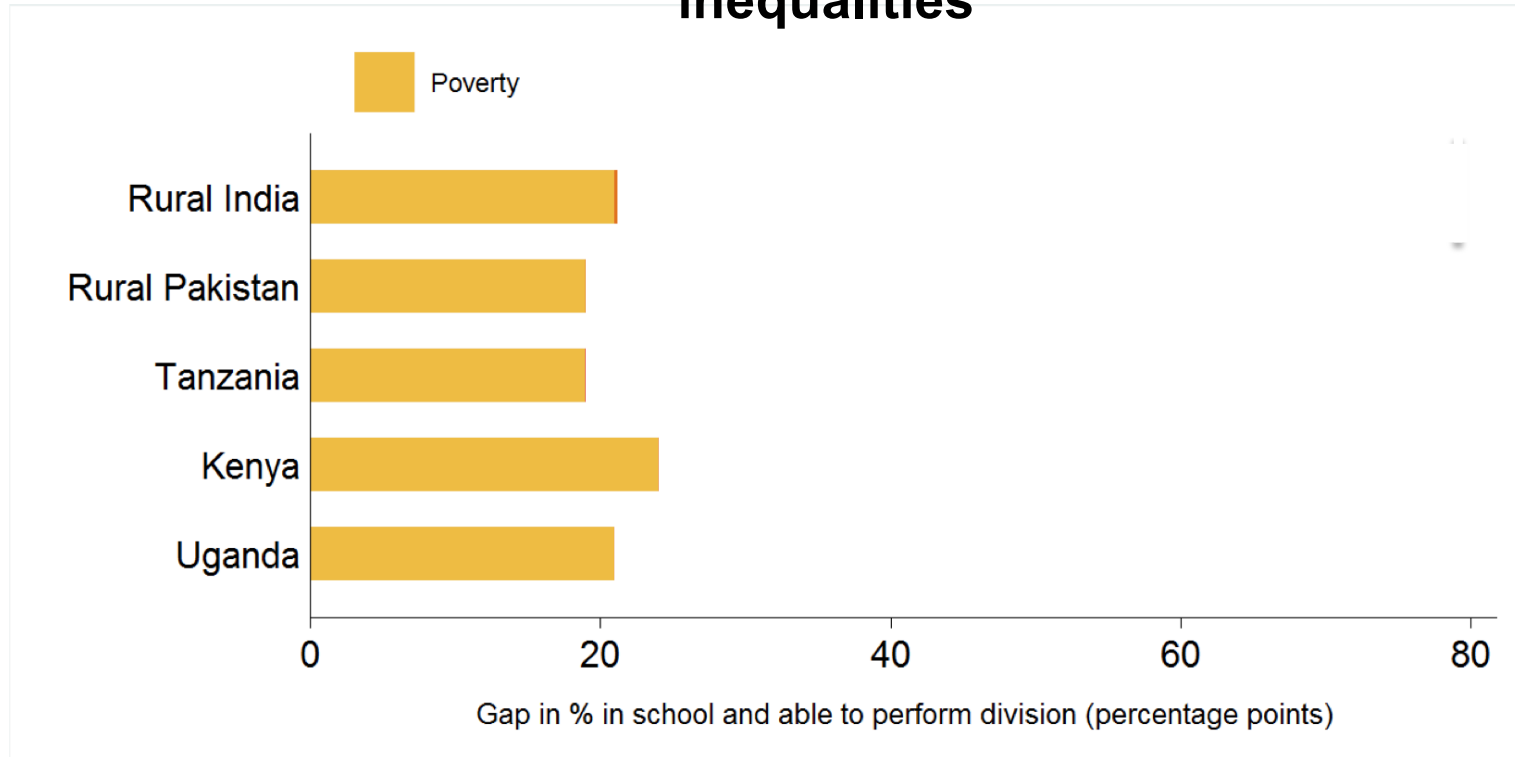


Insights from Existing PAL Network Evidence

Since 2005 starting in India, we have done Citizen Led Assessments



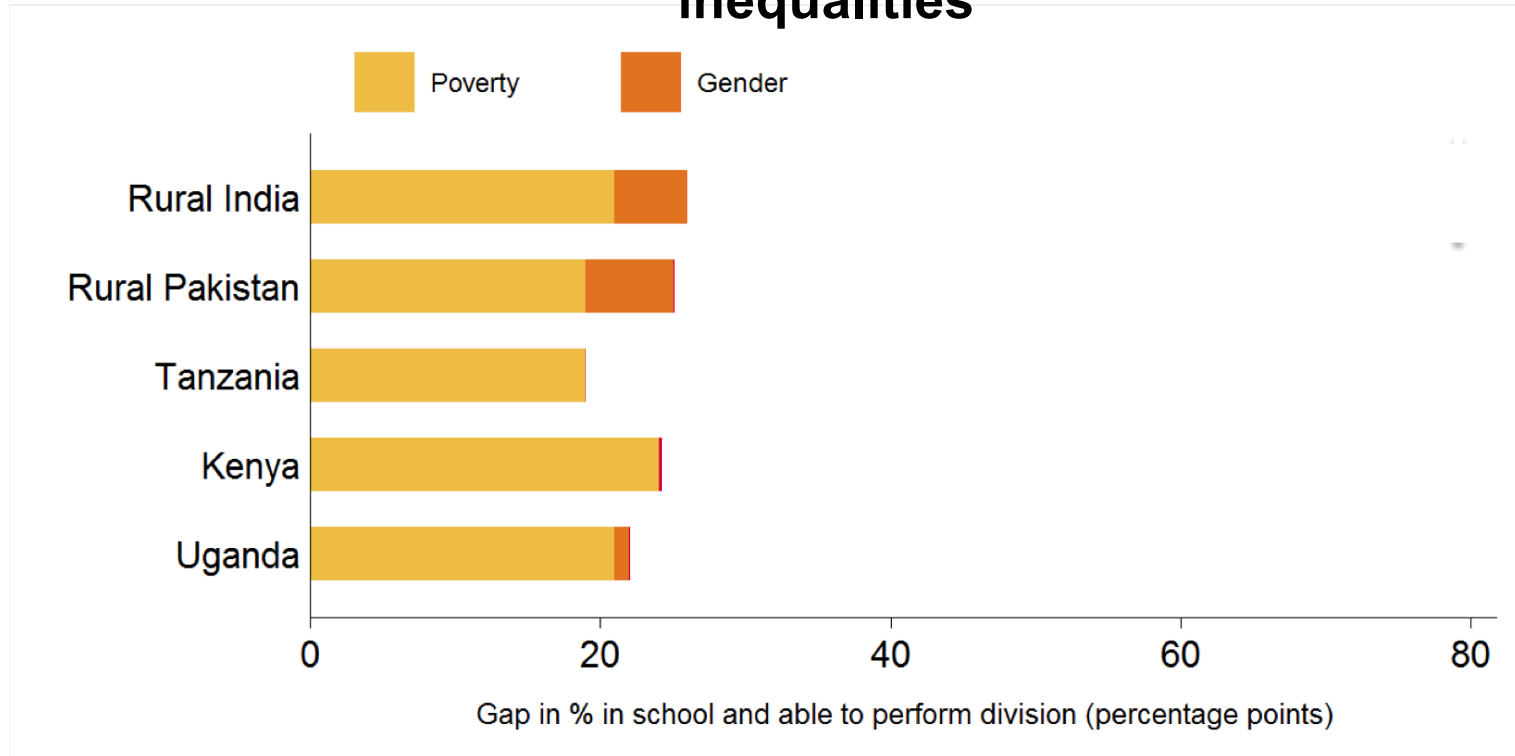
Background disadvantages compound one another to heighten learning inequalities



Source: Rose, P., Sabates, R., Alcott, B., & Ilie, S. (2016). *Overcoming inequalities within countries to achieve global convergence in learning*. Background paper for The International Commission on Financing Global Education Opportunity Report.

The above chart uses PAL Network data from 2012, for Uganda, Kenya, Tanzania, Kenya, Rural India and Rural Pakistan.

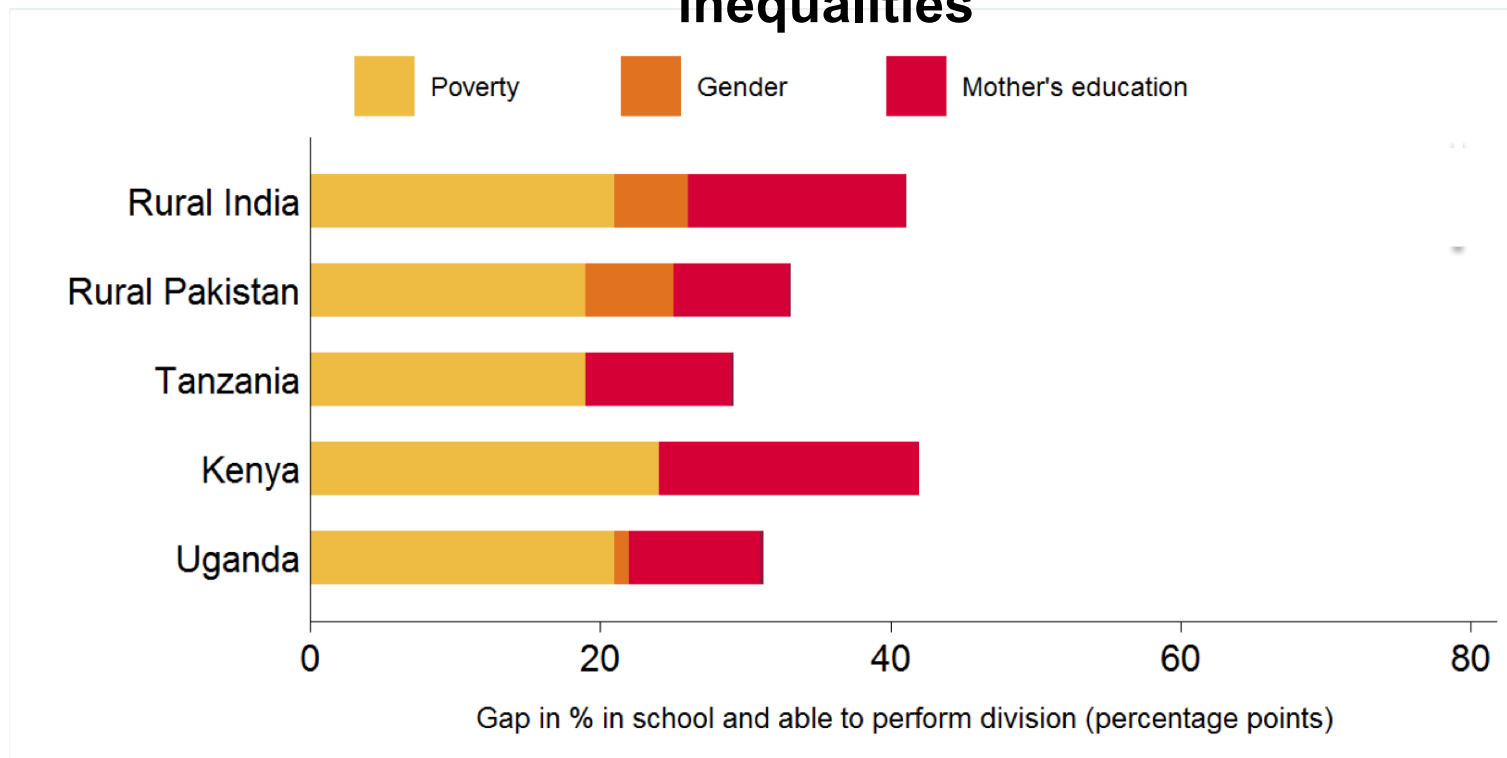
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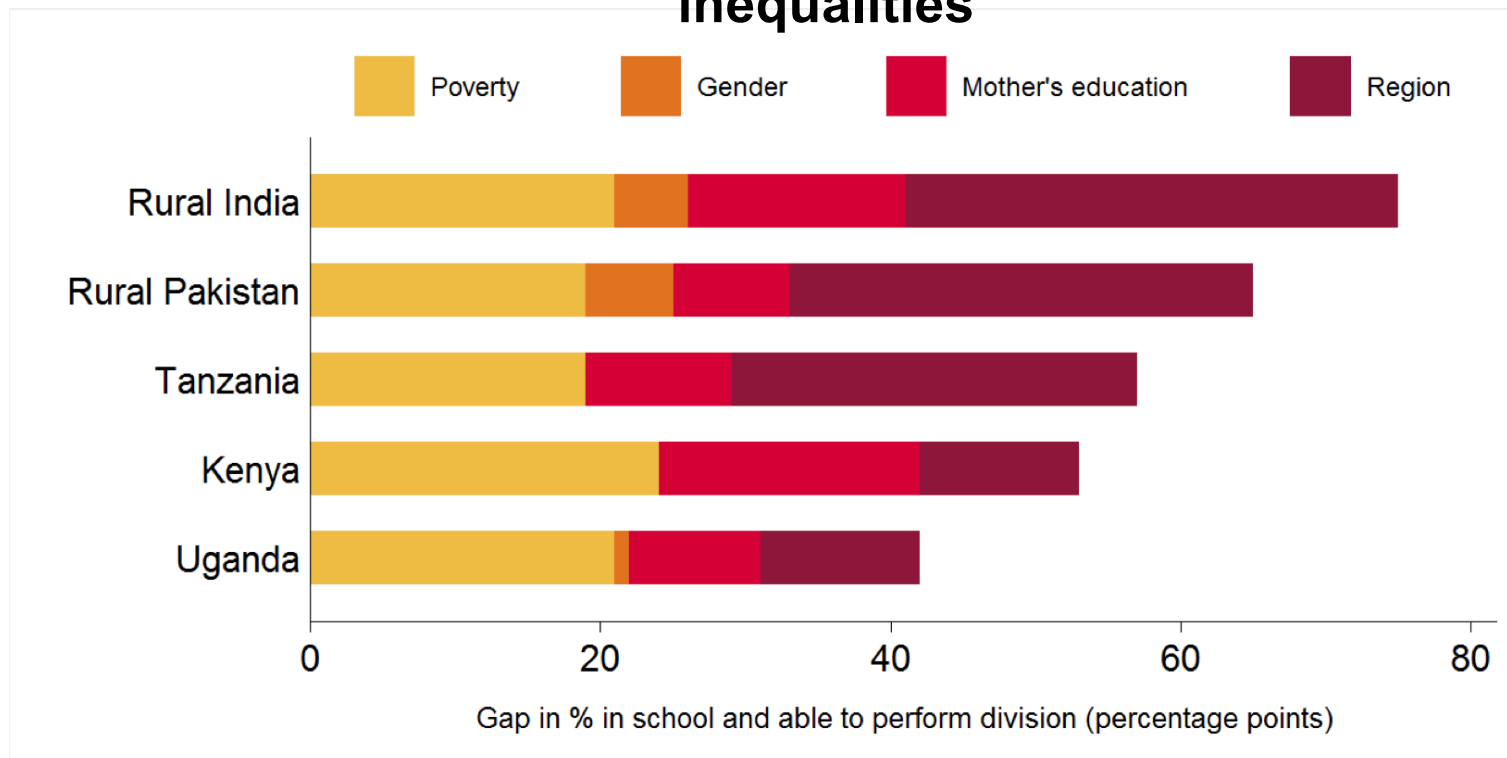
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Indepth look: Focus on Kenya

Accelerating Learning for those furthest behind

- ▶ Uwezo Evidence 2018: Of every two children aged 6-16 years, only one could read a Grade 2 level story. Learning disadvantage begins early
- ▶ COVID-19 and the deepening digital divide: In a rapid assessment undertaken in April/May 2020 covering 1152 households in Turkana county, 92% stated they had not been able to access the remote learning provisions from the Ministry of Education

Learning Crisis 'Reloaded'

- ▶ The Evidence is clear on who needs focus, where they are to be found, and what needs to be done
- ▶ Need to reach the furthest behind first as a strategy of reaching all

THANK YOU!