

Improving Learning Outcomes by Bringing Innovation into the Classroom

HIGHLIGHTS

- Teaching kits, exchange networks, model schools, and cloud-based platforms can enhance teaching innovation.
- Products and services are designed to work in resource-constrained settings. They come with detailed lesson plans and support, making them ready to use and easy to apply.
- Models leverage ICT and extensive partnership networks, and cascade training even to remote areas while keeping operating costs low.



Development Challenge

Many teachers in low-income areas lack basic qualifications and training: In 2011, 21 percent of primary school teachers and 42 percent of secondary school teachers had no training at all. These teachers rely primarily on their school experiences as children to develop their teaching practices, which usually involve lecturing, rote learning, and repetition.

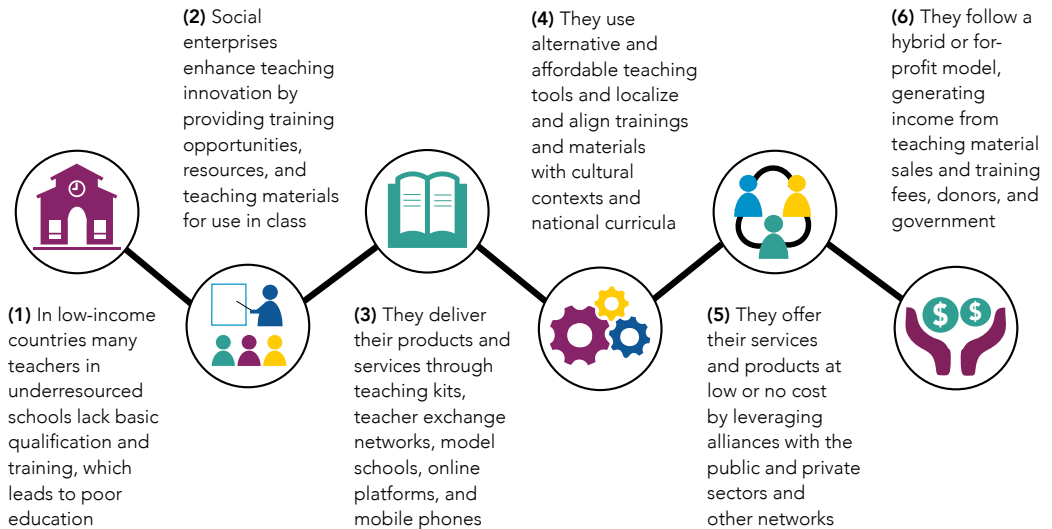
The lack of trained teachers presents an enormous challenge, because high-quality teachers are the bedrock of all high-performing education systems and the single most important factor in improving student learning. Highly effective teachers increase college enrollment and raise salaries. Indeed, just replacing a low-performing teacher with an average teacher can increase the present value of students' lifetime income by almost \$250,000 per classroom.

Business Model

Non-state actors are enhancing teacher quality by introducing innovative teaching practices in low-income school settings. They develop innovative teaching concepts in-house or adapt them from internationally renowned approaches. All products and services align with national standards.

Models offer teacher training, professional development resources for teachers and schools, and teaching materials for use in class (see infographic). Some enterprises develop their own materials. Others source their materials from educational NGOs or involve local teachers in the development and customization of their materials.

Features of the Teacher Training Business Model



Implementation: Delivering Value to the Poor

Awareness

To market their products and services, existing models leverage two main channels: partnering NGOs and local governments. For example, STIR Education builds on partnerships with over 50 NGOs who support the identification of promising teachers and disseminate the STIR model within their school networks. In the case of Lamplaimat Pattana School, the Thai government invites schools and teachers to participate in training programs. Lamplaimat Pattana School, Karadi Path and Muktangan Schools invite communities and teachers to visit their model schools and observe innovative methods in action.

Acceptance

To gain acceptance, models localize and align trainings and materials with cultural contexts and national curricula. Experifun Learning Solutions designs science kits and teaching manuals in accordance with the Indian State curriculum as well as international curricula. Recognition by local authorities is a further boost to acceptance. Teachers trained by STIR Education and BridgeIT receive officially recognized training certificates. The Lamplaimat Pattana School and the Muktangan Schools have become official teacher training sites.

Accessibility

To maximize accessibility while keeping distribution costs low, many models leverage web-based technology. Teachers can access training and teaching materials from mAcademy and BridgeIT via data-enabled mobile phones. Digital Study Hall works through a web-cloud that teachers use to upload, stream, and download videos. Limited Resource Teacher Training offers video-based training modules online. To increase the indirect accessibility of their products, STIR Education, the Muktangan Schools, and Hands on Tech have adopted a cascade mechanism. They train teachers, school managers, or school cluster coordinators to train other teachers. The growth of the ICT sector in low-income countries is unlocking the potential of mobile and web-based models.

Affordability

Most models offer their services and products at low or no cost. To be able to do so, they leverage strategic alliances with the public and private sectors for cost-sharing or subsidization. For example, BridgeIT requires governments and technology partners in the Philippines to each bear about half of the costs related to school roll-outs. The Thai National Office of Primary Education provides financial support for teacher training workshops provided by the Lamplaimat Pattana School.

Enterprises disseminate their products and services to teachers and schools in various ways. Hands on Tech sells teaching kits containing teaching materials, manuals, and lesson plans. STIR Education establishes teacher exchange networks. The Lamplaimat Pattana School runs a model school that serves as a site for in-service teacher training. mAcademy provides Nigerian teachers with professional development courses via mobile phones.

The more established models show that achieving large scale is possible. BridgeIT has reached 15,000 teachers over the past 10 years, and the Lamplaimat Pattana School trains 40,000 teachers per year.

Results and Effectiveness

Learning outcomes: An internal evaluation by Digital Study Hall showed positive effects on English and math performance over a three-month period, with children scoring almost 400 percent higher in English and 300 percent higher in math than peers in a comparison

school. According to an internal assessment, students at the Lamplaimat Pattana School achieved the highest results on primary-level standardized tests across the province's 860 schools in 2010, placing the school in the top 15 percent nationwide. All of the Muktangan Schools' first batch of grade 10 students scored above 74 percent on the Indian Secondary School Certificate exam (Center for Education Innovations).

Teacher outcomes: In Bangladesh the performance of BridgeIT teachers improved by 50 percent on instructional practice criteria, as defined by the International Reading Association's Diagnostic Teaching Model (Pearson Foundation 2014). In an internal assessment of STIR's pilot network, 100 percent of teachers from 18 schools reported increased self-efficacy, and 80 percent took on new leadership roles in driving change initiatives within their school.