

Pearson submission for the 2011 UN Innovation Fair in Geneva, 4 – 7 July

Contact information is at the bottom of this memo.

Our submissions are as follows:

Project topic 1:
Colombia Habla Inglés

To strengthen Colombia's competitive position in the global economy and improve the quality of life of its citizens, the Colombian government launched a National Bilingual plan in 2004. The plan's primary objectives were to raise the standard of English language proficiency according to international standards and for everyone in the country to become bilingual.

Specifically, the plan required all teachers and all students in the 11th grade to reach an upper intermediate English language proficiency level or a B2 according to the Common European Framework. In addition the Plan encouraged teacher's growth in the use of new technologies in the classroom.

This national plan presented an opportunity for Pearson Colombia to offer its services since we have a wealth of experience, resources and overall expertise in teacher training, language education and technology.

Our Project "Colombia habla ingles" uses a blended methodology that combines face to face sessions with independent learning. That independent learning could be with a CD ROM or online. In both cases teachers have support from the facilitators. If it is with a CD, they receive support via email or by phone. If it is online, there is a moderator who supports them by answering their questions or assisting them specific problems they encounter during the course.

The materials we use for the classes are based on Pearson textbooks, and lesson plans have been designed for every single class, so that facilitators know exactly what they are expected to do in the sessions and what the outcomes must be. They are also provided with a set of internet sources to reinforce what students are studying in class. It is called "homework pages".

The approach is innovative because it takes into account teachers' needs, especially teachers from rural areas who until now haven't benefited from other teacher training programs because they work and live far from the capital cities where the government usually provides teacher training programs. Pearson goes out of its way to visit rural communities, sometimes using donkeys for transport, to deliver training.

The programme also develops teachers' ICT skills and takes advantage of technology to support them in their learning process. Pearson is the first company in the country to start such a large project involving more than 12,000 teachers in three different states: Atlántico, Antioquia and Tolima.

This project has its own identity in the country and “Colombia habla ingles” has been recognised by the Ministry of Education as a serious project with outstanding results with its retention rate: 92%.

These training programs focus on:

- English language proficiency improvement for all teachers
- Basic teaching methodology
- Teaching English to very young learners
- Teaching English Methodology

In total, we trained 2,602 teachers in 2009 (90% improved from A1 to A2 level), 7,164 teachers in 2010 (90% improved from A1 level to B1+ level) and 8,675 teachers are to be trained in 2011. We are now running Atlántico IV phase, Antioquia II phase and Tolima III phase.

Project topic 2: **Virtual Library for Latin and South America**

The Virtual library is a “key-on-hand” solution that allows eBook on-line borrowing for students/teachers. The institution selects Pearson content and a customized website is built.

This solution is a good fit for the conditions in Latin and South America where the majority of students do not own personal computers. The virtual element of the library means that the user can access it from anywhere, like the school itself, an internet café or anywhere they can gain access to an online computer 24/7.

The commercial model is flexible allowing institutions to either buy or rent the content and there is the possibility of extending the solution to small publishing houses, also giving them the chance to make eBook sales to institutions.

Currently there are four libraries working in Mexico, Chile and two more under construction in Colombia benefiting more than 20,000 students.

Project topic 3: **Education without borders**

Pearson is very active in Southern Africa, most notably Kenya where over 20,000 books were donated to ECD schools across Kenya through the We Give Books initiative. Other activities include the following:

• Bridge Schools

Pearson have a stake in private schools in Kenya, called Bridge. Bridge now have 25 schools in Kenya and the children are doing well. The first school was in Mukuru kwa Njenga, Nairobi. We are opening access to education through providing these schools at a very low fee - under \$4 per month, which is a valuable contribution to the country from Pearson. We are also creating Headteacher and teacher jobs through the project – which in turn helps to grow the economy and provide them with training. Results so far are comparable with many good schools in Kenya. All this

work is being supported by the professional development programmes Pearson have in place. Longer-term there are plans to expand into other African countries inclusive Uganda, Ghana and Nigeria over the next couple of years.

- **BridgeIT**

Working with Nokia, the MoE, and Longman Kenya, Pearson are in the initial phases of implementing the BridgeIT programme in schools across Kenya. With the Ministry, we identify short curriculum-based clips from the Knowledge Box and map them to the state curriculum in maths and science. A set of master teachers create lesson plans around the videos.

Using Nokia mobile devices, participating teachers use the phones to download the clips and then display them on a television screen in the classroom. Because we focus on rural and under-served schools, students are being introduced to rich media, many for the first time in their academic studies.

- **Teacher Professional Development**

With Longman Kenya, we've developed and presented professional development for early childhood development, and primary literacy & numeracy for master teachers nominated by the Ministry of Education.

With Puffin, Tiger Aspect, the Ministry, and Longman Kenya, Pearson have established the Tinga Tinga Tales Early Childhood Development Programme for teachers, training ECD teachers using the Tinga Tinga Tales books and programmes. This is an ongoing programme following a train-the-trainer model asking each participant to go back to his/her district and train an additional five teachers on best practices in this field.

- **The Pearson Foundation**

The Pearson Foundation has been doing work in partnership with the Ministry of Education for over four years, working with youth, and school and the Ministry on digital arts, youth empowerment and gender and girl child issues.

Youth are taught to make movies using high level digital tools, teachers are encouraged to develop and film master lessons and to share them widely using mobile phones and television. It has been extremely successful. One example is the work with the MoE, Longman Kenya, and the Kenya Girl Guides association, where the Foundation have trained Guides to make films about issues concerning girls across Africa. Using the 'Sara' books, participants learned to write, film, edit, and publish short films. They've also been trained to train other Girl Guides as well as students at their own schools.

Project topic 4:

NAME (Núcleo de Apoio à Municipalização do Ensino / Support Nucleus for the Municipalization of Teaching)

Eleven years ago, COC Publisher (now Pearson Brazil) analyzed public teaching and noted that there were some huge modifications required to ensure that quality of education could be provided to every child and adolescent as a birth right. COC

Publisher then developed a method of using its educational systems, or 'Sistemas', to transform public teaching by establishing "Núcleo de Apoio a Municipalização do Ensino" (Support Nucleus for the Municipalization of Teaching), or NAME.

Based on over 40 years of experience and knowledge of Sistemas in private schools in Brazil, NAME approached the Mayor of Cajuru (a city of 24,000 inhabitants and located 210 miles northeast of São Paulo) and the Education Secretary with a differentiated proposal, which included:

- a) High quality educational materials: richly illustrated, coloured and updated in accordance with the national curriculum, and additional reading material.
- b) Digital Support Calendar: provide attractive content for teachers to help them facilitate activities that capture students' attention and support the teacher's work.
- c) Pedagogic-administrative support: Offer the support of a technical team, or 'educational consultancy', to provide training to teachers and the schools' administrative staff through meetings and lectures that aid teachers in the development of instructing and assessing students. NAME support the teachers in dealing with the common challenges they face in the classroom, as well as guiding and offering follow-up to the teacher development offered by the municipal districts.
- d) Educational Portal: NET NAME was developed with the intention of facilitating the relationship with the schools. It offers educational support, content and innovative ideas to administrators, directors, coordinators and teachers.
- e) Further Training: Through the TV Room, NAME supplies the administrators, directors, coordinators and teachers in municipal districts with continuous training courses and lectures by authorities from the world of education in Brazil.
- f) Close work with the community and all stakeholders in order to avoid student absenteeism.

To induct the programme, representatives from NAME made a series of visits to Cajuru to conduct interviews and research with local education administrators, directors, coordinators, teachers, students and parents. Once the challenges were identified, a NAME pedagogic consultant worked closely with each of the audiences to guide them through the Sistemas methodology and its benefits. Following implementation, maintenance visits are held every two months, including classroom visits and local support to ensure appropriate application of the available knowledge and tools.

The key element to the success of Sistemas is the close collaboration and partnership between NAME and the municipality of Cajuru that is rooted in the deep analyses and understanding of the community and carries through to a strong relationship built on trust with all the beneficiaries of NAME project

Since 2005 when Sistemas was implemented, the municipality of Cajuru:

- Has risen to be ranked number one among 5,404 other municipalities
- Increased its Basic Education Development Index from 5.2 (2005) to 8.6 (2009)
- Surpassed national Basic Education Development Index of 4.6 by 87%
- All eight schools of Cajuru's schools ranked nationwide among the top 12 positions with indexes of the top six going from 9.0 to 8.2, which proves the efficiency of the NAME project and differentiated implementation method.

Since then, NAME has grown and today is considered a model of educational excellence in the Brazilian market. It is available in 124 municipal districts in Brazil and reaches 193,000 students that have access to its differentiated style of education.

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