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# **Nisai Group** – An innovative approach to deliver inclusive education and skills to achieve **SDG2030** goals through the use of technology

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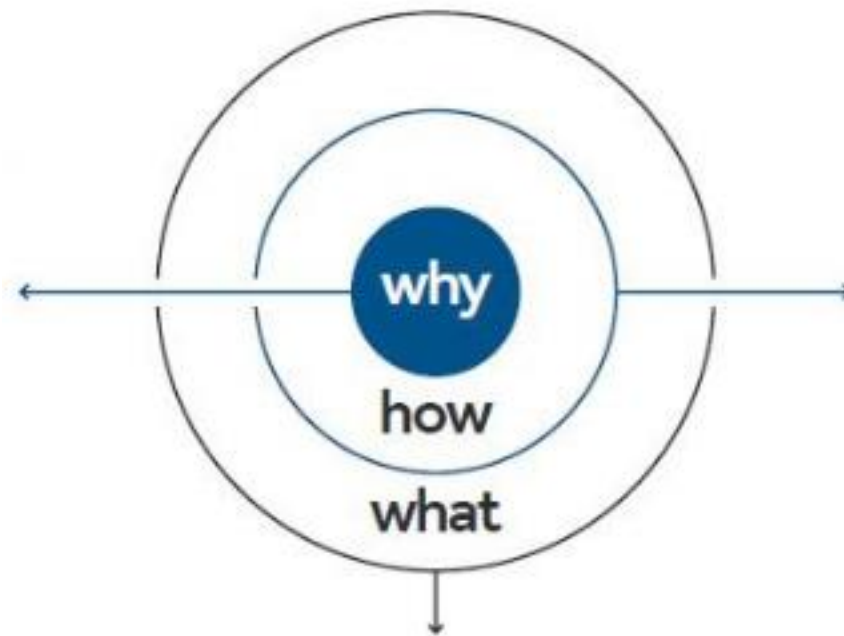
# Nisai Group – The context

- ❑ 25 years' experience of delivering online education
- ❑ Working with learners from primary to adulthood
- ❑ Supporting those with barriers to learning
- ❑ Focus on inclusivity and pathways
- ❑ Delivery of academic programmes from Cambridge International and skills based vocational from NOCN
- ❑ International offices in UK, Japan, Brunei, Malaysia, Indonesia, Thailand, Philippines and Bangladesh
- ❑ Partnerships across Middle East, Africa and India
- ❑ A blended and personalised approach to learning
- ❑ Partnership with UNESCO IITE, SEAMEO Secretariat and SEAMEO Voctech
- ❑ Approved by the UK Dept. of Education, OFSTED inspected 3 times
- ❑ A focus on delivering UNESCO SDG2030 agenda





Why  
We believe that everyone has **equal value** and should have **access to high quality education**, around the world.



How  
We support learning barriers through **innovative education** that is **accessible and affordable** to all.

What  
We provide a **holistic learning experience** for both **traditional and non-traditional learners**.

# Nisai Group in Numbers



- ❑ Presence in 10 countries
- ❑ Students covering 30 countries
- ❑ Over 20,000 learners supported
- ❑ Over 1.8m hours of teaching delivered
- ❑ Currently delivering nearly 50 levels across all subjects
- ❑ Experiencing in running 3 physical schools
- ❑ During 2020 presented to 13 Ministry of Educations in partnership with UNESCO
- ❑ Participated in webinars in 2020 reaching in excess of 20,000 people

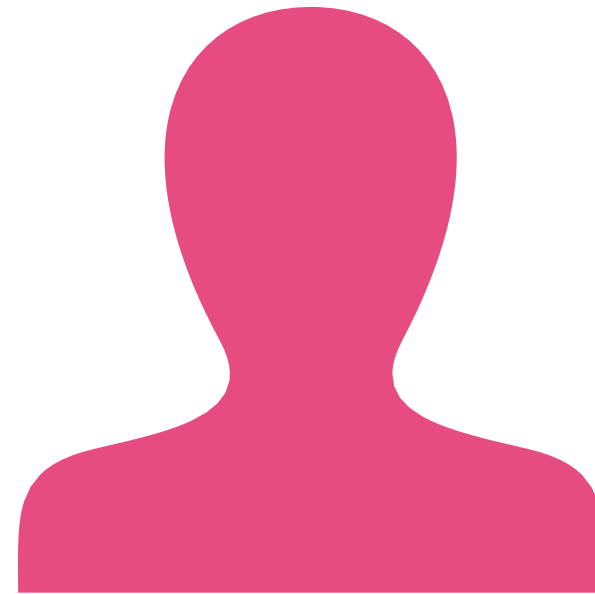
# Specialist Cohorts



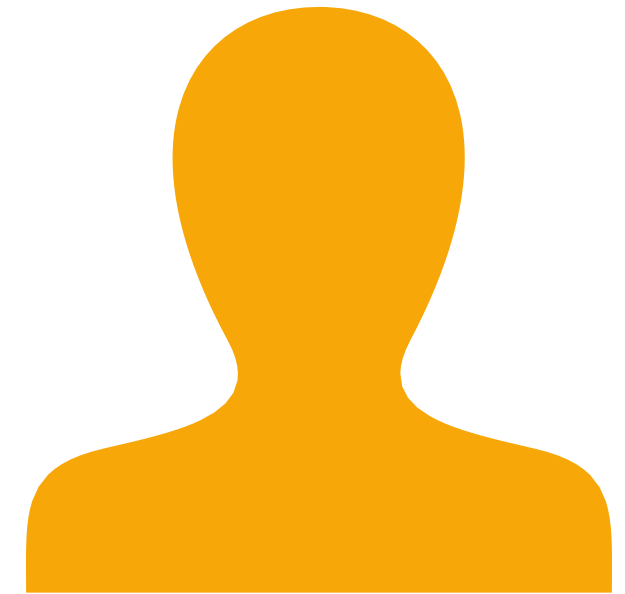
**Displaced**  
War Refugees /  
Natural Disaster  
/ Covid



**Disengaged**  
Marginalised /  
School drop outs



**Disabled**  
Learners with  
physical and mental  
disabilities



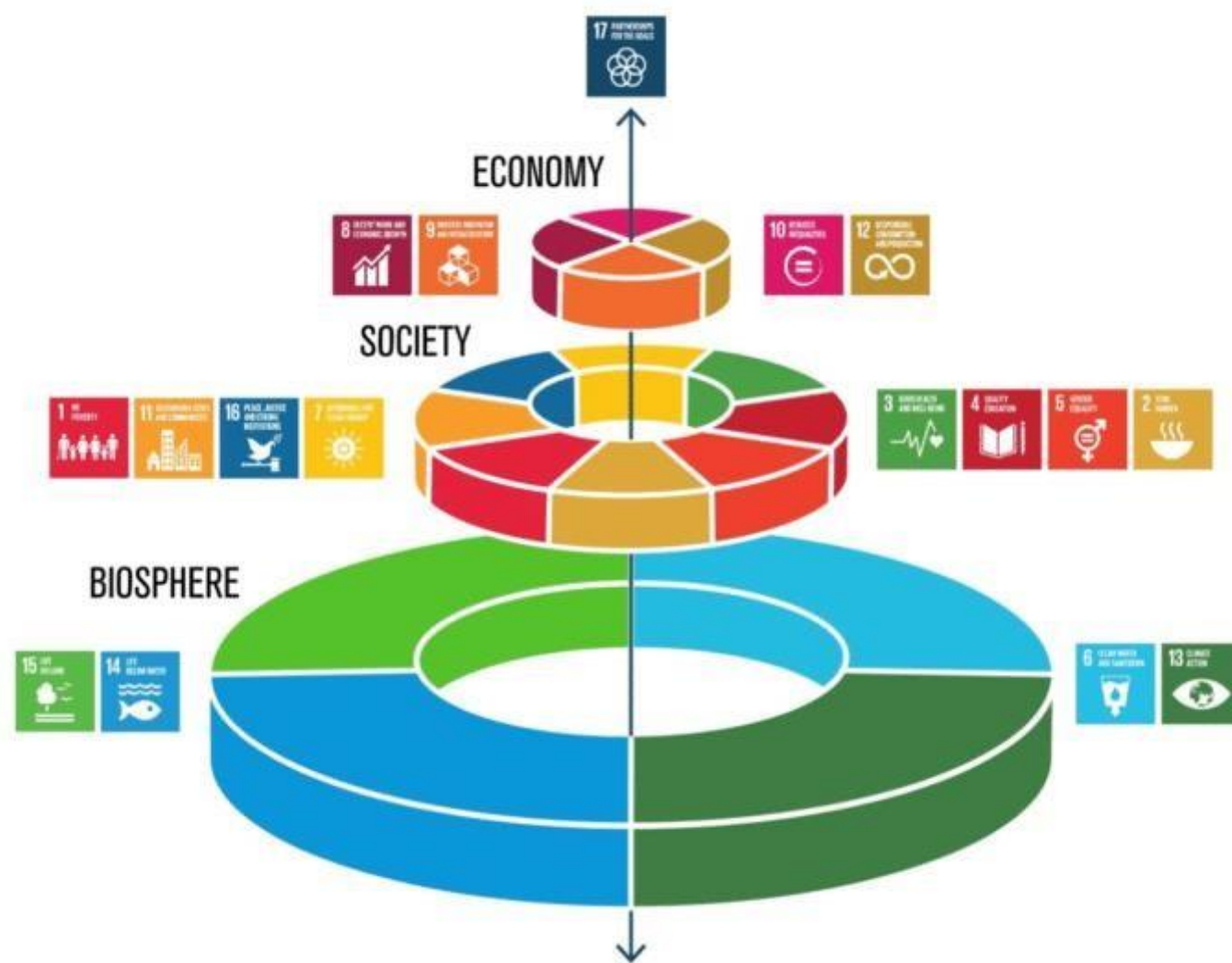
**Disadvantaged**  
Due to geography,  
gender, societal

# UNESCO Goals

- Created in 2015, these represent a universal, ambitious, sustainable development agenda, an agenda:

***“Of the people, by the people and for the people”***

- In order to wipe out poverty by 2030, education is at the core to achieving all 17 goals
- How does this fit in with the digital economy and 21<sup>st</sup> century skills
- The Covid 19 has made this more of an urgent issue that needs to be address collectively and innovatively in ASIA.
- Covid 19 has also affected those communities that are marginalised due to disabilities, displacements, disadvantage and disengagement
- Innovative use of technology and high quality teacher training will be required for this transformation



# ASIA -Challenges facing Education and skills development

- ❑ Children who live in poor, rural areas are among the most affected in terms of not receiving equal opportunities in education
- ❑ The disparities between children in rural and urban areas remain a persistent issue; the out-of-school population is roughly twice as large in rural areas as it is in urban areas (16% and 8% respectively).
- ❑ Data from a Maths and Science study has revealed that students in rural schools had significantly lower science achievement scores compared with their urban counterparts.
- ❑ Addressing the rural/urban disparities requires innovative ideas and programmes developed to meet local challenges.
- ❑ According to UNESCO, approximately 0.32 billion students in India have been affected by school closures due to the Covid-19 pandemic. Of these, almost 84% reside in rural areas while 70% attend government schools
- ❑ In countries where adult literacy rates are comparatively low, there are significant disparities between rural and urban areas.

# Aspects to address education in rural areas

- Migration from rural to urban areas
- Retaining skills to develop the local area, the local community
- An awareness of Sustainable Development Goals to provide sustainability and longevity of the community
- Knowledge to identify the needs of the wider community – to reduce marginalisation and promote inclusivity
- Provide a confidence and strength of belief in learners to make difference and have their voice heard
- Collaboration between parties to support in areas including health, environment, infrastructure, localised food growth and access to markets
- To provide knowledge and skills to improve local standards whilst retaining community values
- Recognise and acknowledge tacit knowledge in rural communities
- To align the expectations of those in rural areas with those in urban areas



# Challenges faced by governments relating to Special Educational Needs

- Inclusion vs Isolation
- Identifying consistent and proven solution to engage hard to reach learners
- Specialist teachers and mentors
- Identifying specialised services to meet their specific needs
- To promote and embrace neuro-diversity
- Identifying organisations to support a whole child approach through partnership
- To identify organisations with a proven track record in supporting learners with disabilities and learning difficulties
- Identifying a consistent, national solution to the challenges of these learners with disabilities and learning difficulties

# The Digital Economy in Numbers

- ❑ Online population: 3.2billion people
- ❑ Over half the world's population is online
- ❑ 53% of the world's population is mobile (including mobile internet penetration)
- ❑ Total value of Digital Economy was \$2.9trillion USD
- ❑ Digital advertising spend amounted to \$ 325 billion USD in 2019
- ❑ The population that makes up our Digital Economy spans all ages, races, geographies and attitudes across the planet
- ❑ So why are so many children and young people not thriving in the digital world?
- ❑ Why are nearly half the worlds population still not online?



# The main challenges in the education system

- The fact that, 'every child has the right to an education', is not being honoured
- Schools focus on academics rather than core competencies

## Why?

- Lack of inclusivity
- Learners with Special Education Needs are not being catered for
- A focus on those who are able to achieve performance targets
- A lack of understanding of the impact of improving soft skills

# Digital divide or pedagogical divide?

## Digital divide

- Developed countries versus less developed countries
- Rural versus urban areas
- Geographical challenges
  - Islands / desert
  - Forest / mountains
- Economical and social
- Infrastructure Challenges – power, internet connectivity and access

# Digital or pedagogical divide?

## Digital divide

- Teacher Training
  - ✓ New technological skills
  - ✓ Continuous professional training as technology and pedagogy evolves
  - ✓ Distance
  - ✓ Shortage of teachers globally
- Formal learning vs informal learning how do we recognise informal learning within communities
- For some, digital learning provides advanced students with the opportunity to learn challenging materials at an early age
- For others, It is about cooperating with diverse groups of students from across the globe, playing games, and creating new things
  - ✓ Both views highlight positives, such as, digital learning providing students with the opportunity to learning at an early age and students from all different backgrounds gaining an opportunity



# Skills and Competencies for the 21<sup>st</sup> Century



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# 21<sup>st</sup> Century Competencies - The 4 C's

Created by the Partnership for 21<sup>st</sup> Century Learning, the 4 Cs define and illustrate the skills and knowledge students need to succeed in work and life.

- Critical Thinking
- Communication
- Collaboration
- Creativity



# 21<sup>st</sup> Century Pedagogical Approach

Adapting the way we educate to prepare today's students for tomorrow's future.

Based on three pedagogical principles:

- **Personalisation** - Learning shouldn't be 'one size fits all'. Driven by the learner but still focuses on meeting targets
- **Participation** – Encourages project based learning, where students lead and actively engage
- **Productivity** – Continual professional development for teachers and encouraging life-long learning





# Case Studies and putting it in to practice



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# Disengaged Groups

- ❑ Excluded learners due to behavior
- ❑ School drop outs – those not accessing education
- ❑ Learners leaving school with no qualification
- ❑ Learners leaving education with no pathway to further education or employment



# Disadvantaged Groups

Learners excluded due to factors beyond their control

- **Geography**
  - Teaching a Secondary curriculum to secondary- aged pupils inside a Primary school
- **Looked-After Children and In Care**
  - Primary to Post 16 education
  - Teaching Vocational and employability skills
  - Supporting with families that need help to educate their children



**Sark Island** – A remote island in the Channel Islands

# Displaced Groups

## Provision of English for speakers of other languages

- **Melbourne, Australia**

- Provided ESOL courses for women from Horn of Africa who struggled in English
- At the same time provided booster classes in English and Maths for their children so they did not fall behind
- This was delivered in to homes and at local libraries/ community centres

- **UK**

- Provision of ESOL and booster lessons in literacy and numeracy for newly arrived immigrants
- This was delivered in schools/homes/local libraries and community centres



# Disability Groups



**Jack Firmin**  
Paralysed




**Andrew King**  
ME  
Studied with Nisai for  
8 years and is now  
attending University





**Mollie Hurst**  
SEMH



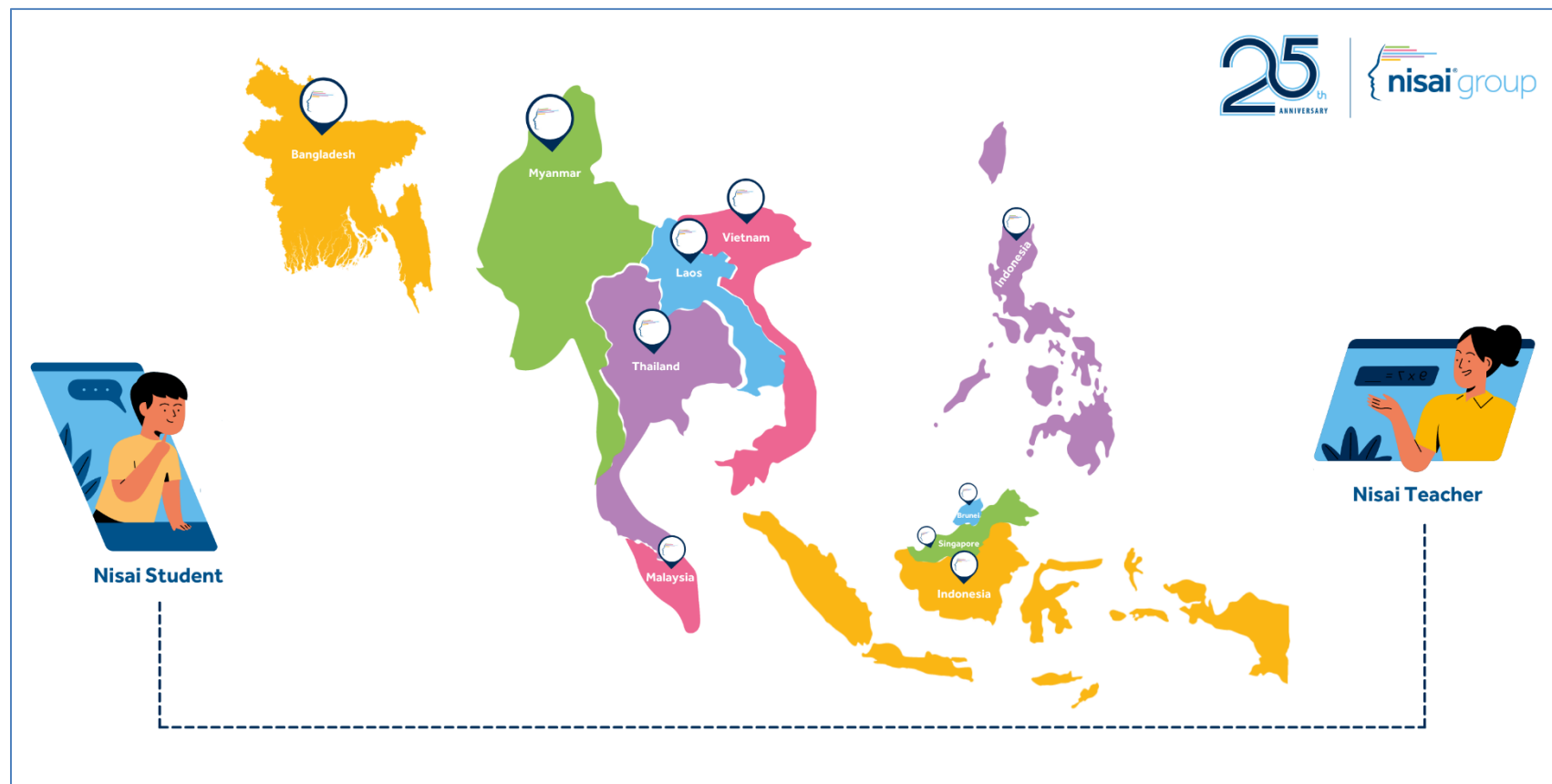
**Daniel Woodhouse**  
Quadriplegic



**We support learning through  
innovative quality assured education  
that is accessible and affordable.**



# Nisai delivering education and skills in ASEAN region



- ❑ It can ensure consistency of delivery from a central location to multiple sites
- ❑ It can be used as a way of extending the reach of education making it more accessible
- ❑ Provide support for community mentors and coaches
- ❑ Removes the barriers enforced by geography
- ❑ It places learners from all backgrounds on a level playing field
- ❑ It provides long term prospects and opportunity

# How technology can enable good quality remote education

- ❑ It needs to be user friendly
- ❑ It needs to be teacher led, with human involvement
- ❑ It needs to be able to support community mentors in developing the whole person—learner centered
- ❑ It needs to be complementary not a replacement
- ❑ It allows for the personalisation of individual and community learning
- ❑ It needs to be accessible – Internet access should be a right, not a luxury such as electricity and water
- ❑ Great technology does not guarantee quality teaching
- ❑ Technology is there to support education – it's a bridge to learning
- ❑ It needs to be part of a wider strategy including teacher and mentor training, appropriate curriculum / local context





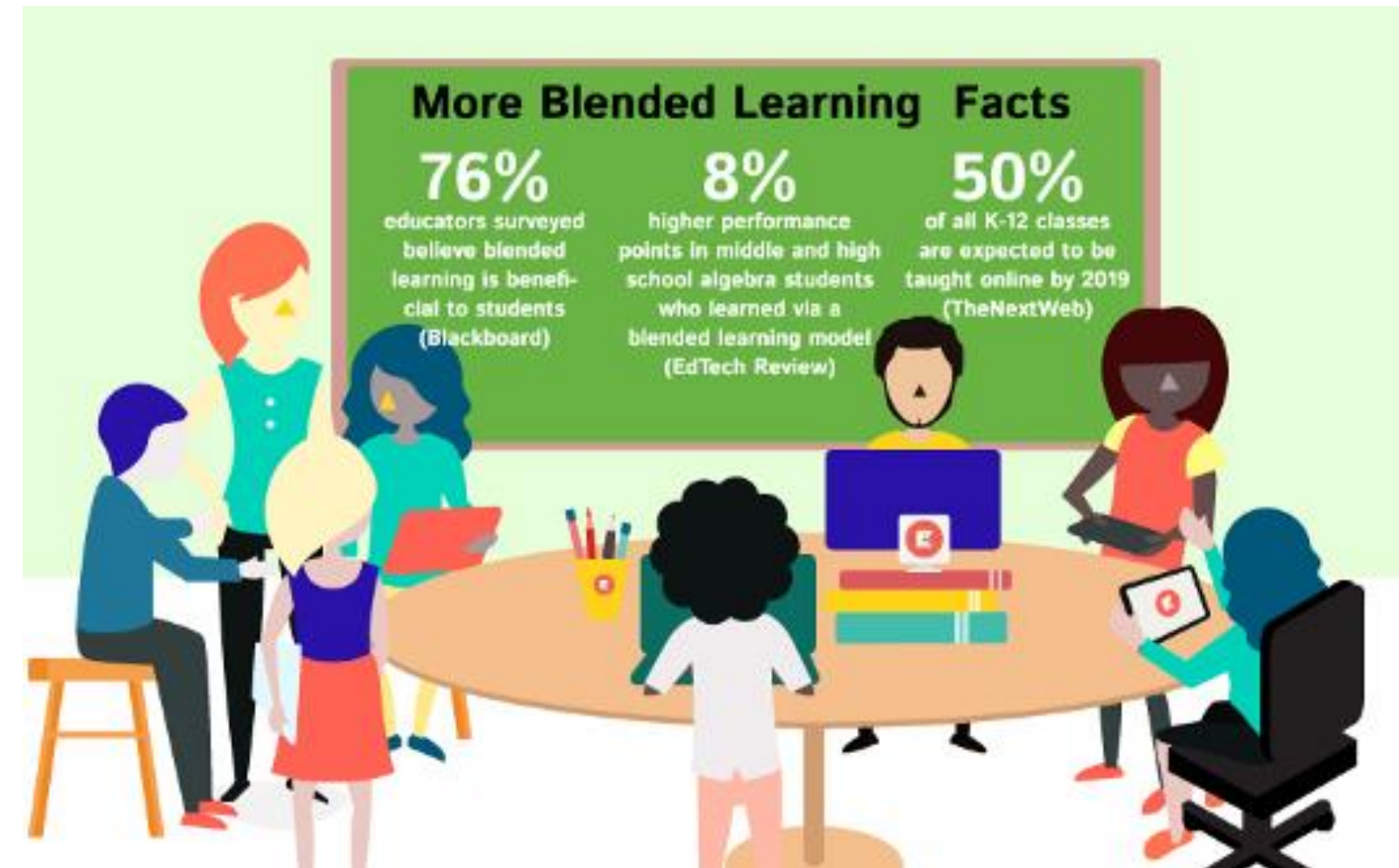
# What quality teaching looks like



- Learners should be safeguarded in a secure environment
- Lessons need to be a blend of synchronous and asynchronous
- Learning needs to be inclusive
- On the ground, community mentor support
- Lessons and content need to be engaging
- Class sizes need to be small enough to allow support
- Its not just about tech, its about humans
- Robust processes for assessment and progress tracking
- There needs to be socialisation for learners to support their wellbeing
- Marginalised & Vulnerable learners can all access

# Nisai Learning Zone – A blended approach

- ❑ Multi purpose physical settings
- ❑ A physical setting providing a blended approach
- ❑ Academic & Vocational delivered online
- ❑ Support of Nisai trained practitioners onsite
- ❑ Project based learning
- ❑ Support for social and wellbeing
- ❑ Focus on developing the whole individual
- ❑ Promoting the 4 C's – Creativity, Collaboration, Critical Thinking & Communication
- ❑ Nisai Learning Zone – a physical setting accessed by learners





# Nisai Learning Zones Model Leading to Employment

## LEARNER TYPE

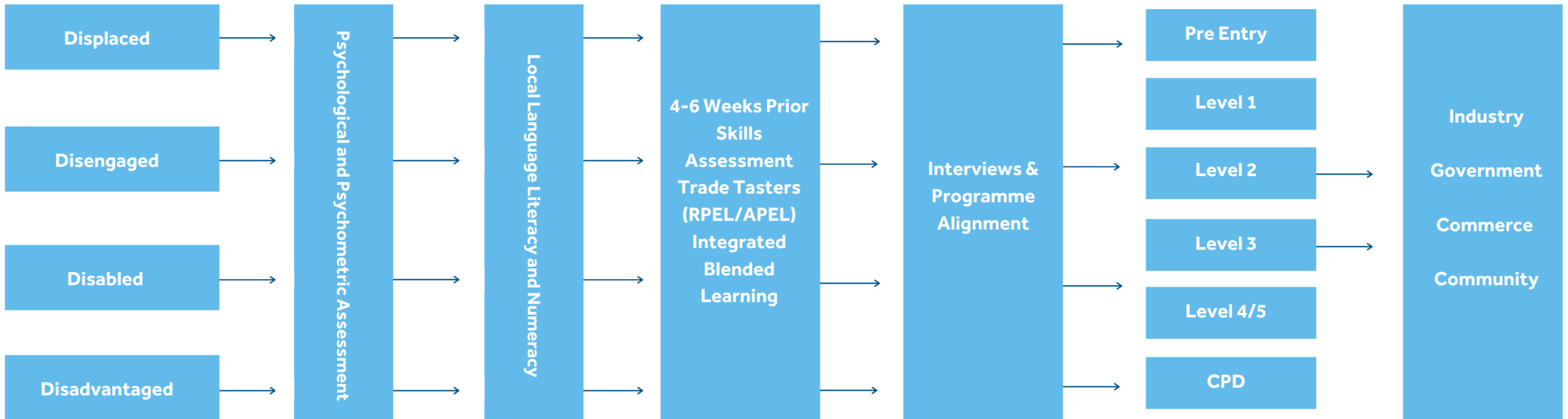
## LEARNER PROFILING & GAPS ANALYSIS

## SKILLS ACQUISITION EMPLOYMENT

## EMPLOYMENT

(LEARNER DATA CAPTURE)

Functional / Vocational Skills  
Work Based Training



# Where can a Nisai Learning Zone exist?

- Anywhere with electricity and internet connectivity
- Appropriate hardware – computer / tablet
- A multi purpose physical space:
  - Community Centre
  - Local meeting space
  - Religious setting such as mosques, churches, temples etc.



# Community Learning – Stakeholder Engagement

- ❑ To maximise engagement and outcomes the following must be encouraged:
- ❑ Communities allowed to take ownership and understand the long term goals of a project
- ❑ Communities to understand the wider impact beyond the learner attending the education
- ❑ Education needs to be part of a longer term strategy to promote and support rural areas
- ❑ A local lead, from the community – trained and upskilled by Nisai
- ❑ Parents / Extended Family – to encourage and display a positivity about educational values
- ❑ Nominated stakeholders within the community to be involved in project setup



# Outcomes



## Progression Pathways...

- Further education
- Higher Education
- Technical and Vocational Training
- Apprenticeships
- Jobs and careers
- Young people who can contribute
- Young people who can engage and inspire
- Young people who can achieve
- Young people who can make a difference

# Summary

## Online Remote Education needs to be:

- Community led
- Community owned
- A blended and personalised approach based on a proven pedagogy
- Contain appropriate and engaging curriculum
- Be accessible by all – Hardware, Internet, Infrastructure
- Trackable from initial assessment throughout their journey – academic and non-traditional pathways
- Learner Centric and meet their specific and local needs
- Be outcome based – online should not be a sub-standard offer
- Involve quality teacher and mentor training – investing in and upskilling members of the community
- Safeguarded and data governed



# Thank You



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