

Building resilience and preparedness to enhance learning outcomes





What does resilience mean for education systems?





What does resilience look like in practice and how can we make it happen?





What does preparedness mean for education systems?



A systems thinking approach

Cambridge research identified 14 control factors available to policy makers looking to drive improvements



Curriculum content

Pedagogy

Assessment & qualifications

Institutional development

Institutional forms & structures

Governance

Professional development

Accountability

Inspection

Funding

National framework

Selection & gatekeeping

Info & guidance on routes & choices

Allied social measures



Case study: a partnership to support Ethiopia's national vision for progressive and resilient education







unicef





A multi-stakeholder partnership

University Centres of Excellence, Regional Education Bureaus, Bahar University, Hawassa University, Elixir, Cambridge, UNICEF, education local authorities, students, teachers, and parents



















Transforming societies through education



What particular challenge did Ethiopia face, and how did they set out to address it?





Ethiopia's Education Roadmap: setting the vision for curriculum reform

"To cultivate all-rounded, ethical, self-reliant, and responsible lifelong learners who are competitive regionally and globally and are equipped with 21st century skills instrumental to thrive in a knowledge-based and technology-led economy as citizens of an interdependent and democratic society."



Working with the MoE to address eight critical points:

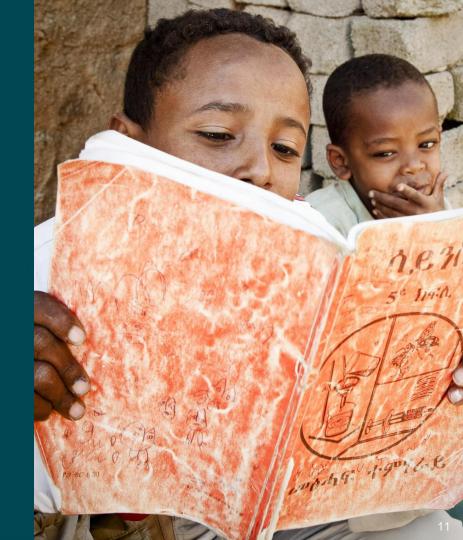
- make the content less theoretical
- reduce the number of subjects
- reduce the amount of content
- increase the profile of indigenous knowledge
- improve links to work and employment
- include moral education
- include '21st century' competencies
- support learners of all abilities





This was to be an Ethiopian curriculum; designed by and for Ethiopians

Partners played a technical advisory role to provide feedback on the reform, strengthen capacity, and make recommendations





What role did we play as partners? And how did this prioritise resilience?





The approach: establishing our aims

- demonstrate deep understanding of the Ethiopian educational context
- build on existing systems, knowledge, and capacity
- reflect the cultural and religious requirements of the MoE
- align with the policy goals of the 2019 Roadmap and schedules
- implement the revised General Education Curriculum Framework
- deploy a tested approach for curriculum planning, monitoring, and system alignment
- ensure strong quality assurance mechanisms and international good practice
- build confidence and trust amongst stakeholders
- secure sustainability of impact beyond the project



The programme aims covered activity in three key areas:

The Advice The Training

The Toolkits



Solutions deeply rooted in partnership: the oft 'forgotten' SDG 17

17 PARTNERSHIPS FOR THE GOALS





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