

## Proposal for African market – Nisai supporting education and skills to support Agenda 2063 and SDG 2030

### Context:

The Nisai Group is an international education and skills provider with 25 years of experience in the education industry, focused on transforming the education landscape through blended and inclusive online learning. Nisai Group now operates and delivers quality assured education in more than 30 countries with representation in 10 countries, including Bangladesh, Brunei, Malaysia and Vietnam. It is approved by Cambridge International as a Cambridge International Online School and is an IQM Centre of Excellence.

Nisai believe that everyone has equal value and should have access to high quality education around the world. It is their mission to give traditional and non-traditional learners the skills to flourish through innovative education and by influencing positive institutional change. they provide an inclusive, social and student-focused environment that welcomes learners of all backgrounds.

We are working towards UNESCO's Sustainable Development Goals, with a particular focus on goal 4: Quality Education. Incorporated in Goal 4 is the need to address the issues relating to the other 13 goals including that of Goal 5: Gender Equality. In sub-Saharan Africa, 32.6 million girls of primary and lower



secondary school age are out of school. This number rises to 52 million when taking in to account girls of upper secondary school age (UNESCO/UIS 2019), with millions more at risk as a result of the COVID-19 pandemic. The imbalance needs to be addressed and with virtual classrooms engaging learners from multiple locations, females are able to access the same curriculum as the male equivalents. We recognise that not all education is completed within a formal classroom, and there are many times that students are unable to attend a school in this manner. A consistent route developing core skills in maths and English with

the ability to apply tacit knowledge in to vocational areas is key to developing the sustainability and progress of communities.

Now more than ever is it important to promote to and engage learners in TVET. With shortages in local labour and skills, investment in individuals is key to the short, medium and long term sustainability of communities. Within the vocational programmes there also needs to be a focus on developing knowledge in Maths and English which is contextualized to the sector.

This will reflect the economic, ethical and cultural ideals of the nation, making it more reflective of the learners requirements. This allows for the growth and development of both the young person and the community as a whole.

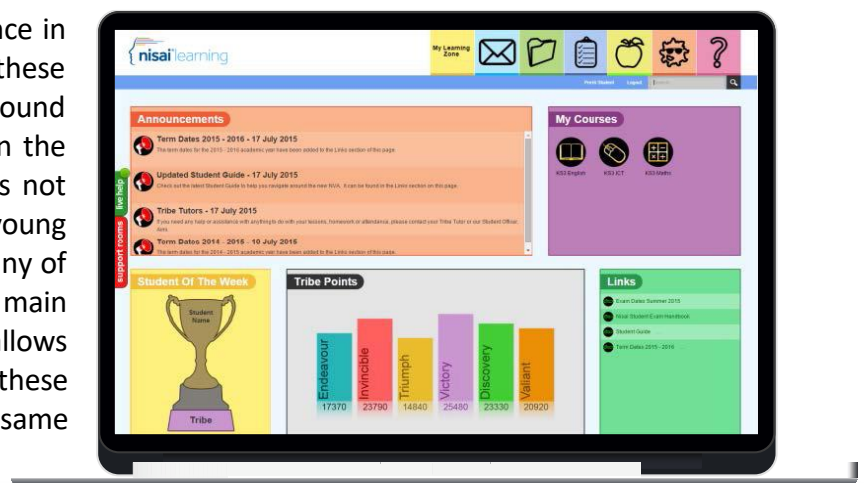
## Challenges facing rural areas:

- Children and adults 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.
- Across Africa educated women will reinvest 90% of their earnings back into their families, compared with 35% for men (Clinton Global Institute). Lack of girls' secondary education costs countries between \$15 and \$30 trillion in lost lifetime productivity and earnings. (World Bank 2018)
- Girls with secondary schooling are five times less likely to marry as children compared to girls who have little or no education Global Partnership for Education (2019)
- In countries where adult literacy rates are comparatively low, there are significant disparities between rural and urban areas.

## Curriculum and offer

The curriculum can be adapted to suit the holistic nature of local community. For example, a community with agriculture as its main vocation can have a curriculum which is designed to support the growth of language and mathematical skills which can be used within the agriculture sector. If a community has a lot of wooded areas then areas of study can include the habitat of different animals, care for the environment and supporting the community in improving environmental factors, such as waste disposal or clean water.

Cross-curricular learning builds confidence in the young people to then be able to use these skills in real life. This curriculum is built around developing both skills and confidence in the tasks that they complete. Although it is not presented as a formal education the young people will have the chance to cover many of the same topics. Delivery style is the main adaptation. Cross-curricular learning allows for quicker progression throughout these topics, as we do not need to repeat the same skill across different topics.



The curriculum will reflect different areas of study which can allow the young people to advance personally, and to support community development. Curriculum design will take into account community needs and expertise, being adapted to suit this. Tasks will be designed to allow for group and individual work, skills development and knowledge growth. This allows for a sustainable education to be developed.

- **Accredited Qualifications in Functional English & Maths** plus English preparation courses. Practicality of TVET is strengthened by improved English and Maths. Increased levels of English create opportunities in global economies
- **Accredited Employability Programmes** – developing the skills employers are requiring. Employability course is designed to prepare learners with the skills, values and confidence to enter the workplace and includes topics covering aspects of self-development, applications for work and teamwork skills.
- **Accredited programmes in Digital Marketing and Entrepreneurship.** - By supporting participants to be independent and start their own entrepreneurial journey and grow their businesses at a sustainable rate. Outcomes to include: creation of sustainable sales channels for local communities, improve digital literacy, improvement of employment rates and enhancing the use of information and communications technology.

A Blended Learning approach proposed by Nisai with local stakeholder engagement provides a support network around the learner with practitioners available to develop the learner, physically, enhancing and complementing the learning experience.

Knowledge alone does not improve life chances, but rather relevant 21st Century skills and competencies is key to the preparedness of learners to thrive in the workforce of tomorrow i.e.

- Character Education;
- Citizenship;
- Creativity;
- Collaboration;
- Critical Thinking; and
- Communication.

### **Outcomes**

We hope for the learners to be able to engage with their education over a longer period, and to bring this in line with practical requirements which will allow for them to progress after they have completed this.

Both the learner and the community will benefit from engaging in this course. They will be able to better fulfil the needs of the community, allowing for growth which could lead to advanced economic progress. It could allow for more financial success or global competition to be seen within the local community.

### **Future**

This project may focus on the development of the younger generation, but this is just the beginning. To be able to better support the community in supporting the young people further courses could be delivered to the community as an introduction to teaching, creating teaching assistants and mentors to be part of the delivery. The community is then in a better position to be able to support itself in further growth, allowing for continued development in a cycle of self-fulfillment.

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## Tags #

Community Learning  
Stakeholder engagement  
Accessible education  
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Digital Skills  
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Inclusive education  
SDG2030