



Fund for Innovation and Transformation

Fonds pour l'innovation et la transformation



LEARNING FOR HUMANITY INC.

Technology Supported Education for At-Risk Girls in the Democratic Republic of Congo

Context

The Democratic Republic of Congo (DRC) has been politically unstable for decades. Some 73% of the population lives on less than \$2 US per day. Furthermore, the digital divide causes the DRC to fall behind in the capacity to use technology to provide more opportunities for women and men to access education. Governments are increasingly looking for technological solutions, and affordable open platforms are an important partner in achieving inclusion and equity goals.

The Innovative Solution

Supported by FIT, Learning for Humanity Inc. with local partner Communauté Baptiste Au Centre de l'Afrique (CBCA) tested the deployment of gender-responsive, technology-enabled blended learning for vulnerable girls at recuperation centres through teacher training and an online platform called Tusitawi. Coupled with individualized learning plans, the blended approach aimed to increase engagement by the most vulnerable female learners and improve their self-efficacy for continuing their education thus reducing dropouts at recuperation centres and increasing the likelihood that they complete their education. Tusitawi is a unique online platform with gender-sensitive, self-paced, digital learning materials that is open and affordable with a User Interface appropriate for use in low-resource settings and where technological literacy is a challenge.

Advancing Gender Equality

Learning for Humanity Inc. identified and addressed two core gender barriers during testing. This included the impact of household responsibilities and prioritization of school fees for boys that prevent girls from attending school fulltime, and the perception and experience of women/girl students that learning environments are not responsive and relevant to them as women/girls.

Further, through careful curation and customization of gender-responsive learning materials and teacher training for gender-responsive individualized learning plans, the project mitigated against the impact of inadequate support for the gendered needs of women/girl students and the negative perceptions of school among women/girl students.



COUNTRY
Democratic Republic of Congo

AMOUNT
\$168,409

TESTING PERIOD
12 months
Ended May 2023



GENDER TRANSFORMATIVE (GE3)

THEME: EDUCATION

Testing Framework

The testing framework used a Theory of Change model outlining outcomes required for proof of concept linked to two assumptions underpinning the hypothesis. Each outcome contained indicators and minimum targets established to track progress and evaluate the validity of assumptions through a mixed methods approach using both quantitative and qualitative data to understand and validate results. A Feminist Evaluation lens was applied ensuring that the voices of women and girls were centred with the intention of the innovation being actionable for advancing gender equality in school communities.

Results and Impact

- Post-training, 72% of 18 teachers demonstrated competence in gender-responsive blended learning compared to just 35% pre-training, and at endline that had increased, through practice, to 100%.
- Overall self-efficacy scores among female students have improved over baseline from 78% to 85% at endline.
- At endline, 92% of female students reported having made their individual learning plans with their teachers, of whom 85% reported following their individual learning plans which exceeded the target of 80%. Additionally, 93% of female students reported feeling supported by their teachers to succeed in their learning and 96% of female students now feel that their teachers are successful in meeting the needs of girls and boys equally.

Key Lessons

1. It became clear during the teacher training sessions in advance of the school year that the teachers at Mabanga (primary level, interestingly all female) were lacking basic training in ICT (computers) and that additional training was required to bring them to the level of their peers at Visoke and to ensure teacher capacity to facilitate gender-responsive technology supported blended learning.
2. Teachers shared their concerns that students were overly ambitious in the goals they set for themselves in their learning plans. The team at CBCA will continue to monitor this going forward.

“One of the students said they ‘want to learn this way every day [with Tusitawi]!”

- Glorieux - a Mathematics teacher at Visoke recuperation centre.

PARTNER ORGANIZATION

Communauté Baptiste Au Centre de l’Afrique (CBCA)

TARGET PARTICIPANTS

18 teachers (7W, 11M), 204 students (131 girls/women, 73 boys/men)

FOR MORE INFORMATION

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ABOUT FIT

The Fund for Innovation and Transformation supports Canadian small and medium-sized organizations (SMOs)

