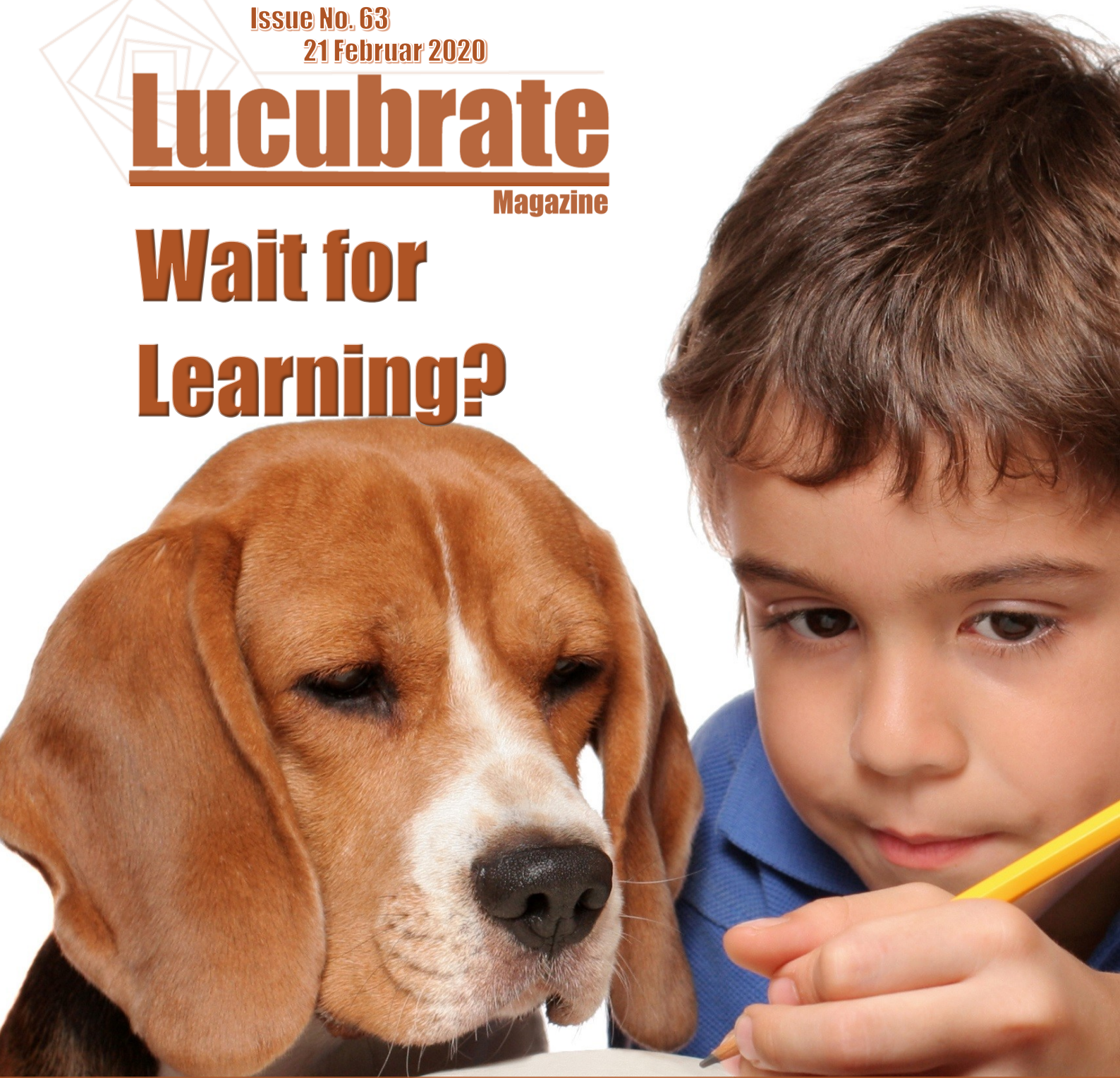


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Magazine

Wait for Learning?



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Inside

"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." *John Dewey*

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The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

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The Name of the Dog is Puppy

By Karl Skaar

Without learning, students will be locked into lives of poverty and exclusion, and the children whom societies fail the most are those most in need of a good education to succeed in life. Learning conditions are almost always much worse for the disadvantaged, and so are learning outcomes. Moreover, far too many children still aren't even attending school (1).



«THE NAME OF THE DOG IS PUPPY »

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Karl Skaar, Editor

Is a highly successful professional, with a high degree of entrepreneurial flair. Among the many different roles, he is the chief editor of the Lucubrate Magazine.



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What is the Name of the Dog?

«The name of the dog is Puppy»

This seems like a simple sentence. However, three out of four third grade students in Kenya, Tanzania, and Uganda do not understand it. In rural India, nearly three-quarters of third-graders cannot solve a two-digit subtraction problem such as 46 minus 17, and by grade five — half still cannot do so.[2].

Learning Crisis

The world is facing a learning crisis. While countries have significantly increased access to education, being in school isn't the same thing as learning. Worldwide, hundreds of millions of children reach young adulthood without even the most basic skills like calculating the correct change from a transaction, reading a doctor's instructions, or understanding a bus schedule—let alone building a fulfilling career or educating their children.[1]

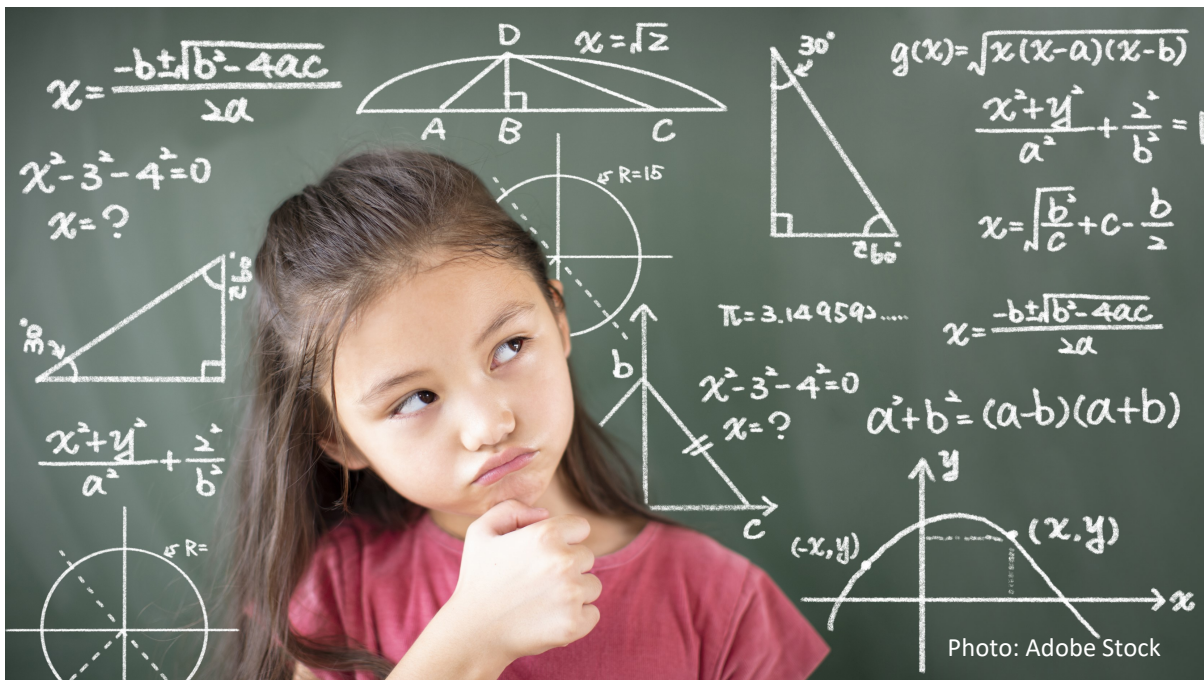
Education is at the centre of building human capital. The latest World Bank research shows that the productivity of 56 per cent of the world's children will be less than half of what it could be if they enjoyed complete education and full health.[2]



Rural school with school children at their desks in the classroom in North Tanzania.
Photo: Adobe Stock

Delivered well, education – along with the human capital it generates – benefits individuals and societies. For individuals, education raises self-esteem and furthers opportunities for employment and earnings. And for a country, it helps strengthen institutions within societies, drives long-term economic growth, reduces poverty, and spurs innovation.

Addressing today's massive global education crisis requires some disruption and the development of a new 21st-century aid delivery model built on a strong operational public-private partnership and results-based financing model that rewards political leadership and progress on overcoming priority obstacles to equitable access and learning in the least developed countries and lower-middle-income countries. Success will also require a more efficient and unified global education architecture. More money alone will not fix the problem. Addressing this global challenge requires new champions at the highest level and new approaches.[2]



Absents of Basic Education

In an era when youth are the fastest-growing segment of the population in many parts of the world, new data from the UNESCO Institute for Statistics reveal that an estimated 263 million children and young people are out of school. On current trends, the International Commission on Financing Education Opportunity reported in 2016 that, a far larger number — 825 million young people — will not have the basic literacy, numeracy, and digital skills to compete for the

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jobs of 2030. Absent a significant political and financial investment in their education, beginning with basic education, there is a serious risk that this youth "bulge" will drive instability and constrain economic growth.[3]

Among global education's most urgent challenges is a severe lack of trained teachers, particularly female teachers. An additional 9 million trained teachers are needed in sub-Saharan Africa by 2030.[3]

Highlighted below are actions and reforms that could lead the way toward solving the crisis [3]:

1. Leadership to jump-start the transformation
2. A whole-of-government leadership response
3. Teacher training and deployment at scale
4. Foster positive disruption by engaging community level non-state actors
5. Confirm the appropriate roles for technology
6. Commodity component

Leadership to Jump-start Transformation

The next U.S. administration should convene a high-level White House conference of sovereign donors, developing country leaders, key multilateral organizations, private sector and major philanthropists/foundations, and civil society to jump-start and energize a new, 10-year global response to this challenge. A key goal of this decadelong effort should be to transform education systems in the world's poorest countries, particularly for girls and women, within a generation. That implies advancing much faster than the 100-plus years required if current programs and commitments remain as is.



Whole-of-Government Leadership Response

Such transformation of currently weak education systems in scores of countries over a generation will require sustained top-level political leadership, accompanied by the substantial new donor and developing country investments. To ensure sustained attention for this initiative over multiple years, the U.S. administration will need to designate senior officials in the State Department, USAID, the National Security Council, the Office of Management and Budget, and elsewhere to form a whole-of-government leadership response that can energize other governments and actors.

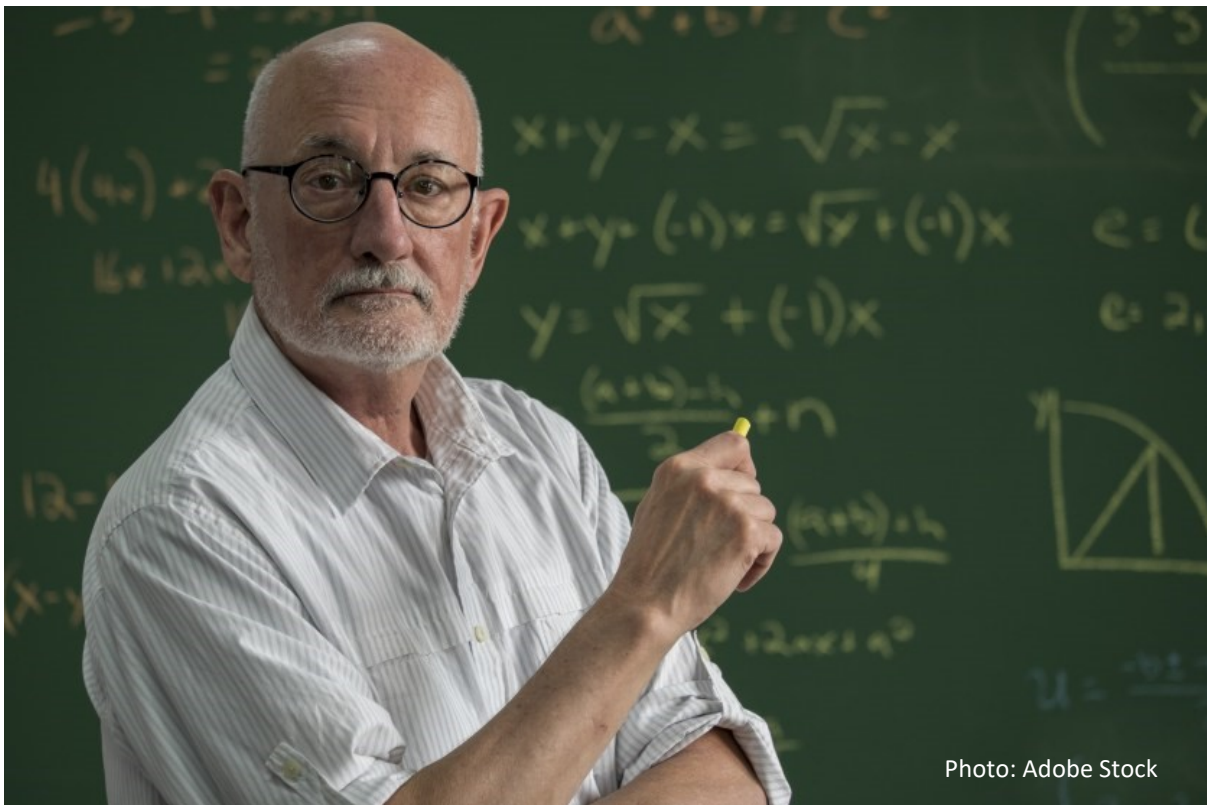


Photo: Adobe Stock

Teacher Training and Deployment at Scale

A key component of a new global highest-level effort, based on securing progress against the Sustainable Development Goals and the Addis 2030 Framework, should be the training and deployment of 9 million new qualified teachers, particularly female teachers, in sub-Saharan Africa where they are most needed. Over 90 per cent of the Global Partnership for Education's

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education sector implementation grants have included investments in teacher development and training and 76 per cent in the provision of learning materials.

Foster Positive Disruption by Engaging Community Level Non-State Actors

Foster positive disruption by engaging community level non-state actors who are providing education services in marginal areas where national systems do not reach the population. Related to this, increased financial and technical support to national governments are required to strengthen their non-state actor regulatory frameworks. Such frameworks must ensure that any non-state actors operate without discrimination and prioritize access for the most marginalized. The ideological divide on this issue—featuring a strong resistance by defenders of public education to tap into the capacities and networks of non-state actors—must be resolved if we are to achieve a rapid breakthrough.

Confirm the Appropriate Roles for Technology

Confirm the appropriate roles for technology inequitably advancing access and quality of education, including in the initial and ongoing training of teachers and administrators, delivery of distance education to marginalized communities and assessment of learning, strengthening of basic systems, and increased efficiency of systems. This is not primarily about how various gadgets can help advance education goals.

Commodity Component

Availability of appropriate learning materials for every child sitting in a classroom—right level, right language, and right subject matter. Lack of books and other learning materials is a persistent problem throughout education systems—from early grades through to teaching colleges. Teachers need books and other materials to do their jobs. Consider how the USAID-hosted Global Book Alliance, working to address costs and supply chain issues, distribution challenges, and more can be strengthened and supported to produce the model(s) that can overcome these challenges.



Preparing for Work in the Future

Skill development is a critical part of preparing for work in the future – even for jobs that do not yet exist. It goes without saying that a child who cannot read, write or perform at least simple mathematics with proficiency will be poorly equipped as an adult to excel in the technology-driven industries of the future.

Complementing education systems with tutors or computer-assisted learning to make instruction more relevant to the current level of students' competences has a significant impact on learning outcomes, particularly among lagging students.[4]

In all, the learning crisis puts a serious dent in the abilities of countries and job-seekers to seize the benefits of technological change. We can address three messages underlying the learning crisis [5]:

Lack of access to school means that there are children who will never have the chance to gain the foundational skills stemming from literacy and numeracy.

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Schools are failing to retain children who enrol, leading to high dropout rates and insufficient learning.

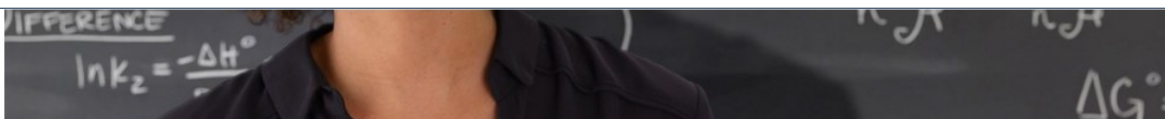
Poor quality of education and classroom practices are leaving millions of children and adolescents without the skills to compete in the global economy.

The role of education in skill development is particularly relevant today, and governments around the world have already been taking a hard look at it as part of their commitments to sustainable development goals. The goal for education includes a range of education targets such as equal access to vocational training and university as well as free universal education at the primary and secondary levels.

To meet these goals and to ensure that all children are learning, we need a meaningful investment in the millions of children and adolescents around the world who deserve an opportunity to develop their own talents so they can help themselves and contribute to the well-being of their families and communities.

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Seventeen effective pedagogical methods in vocational education

Hits: 481 The effectiveness of all education systems depends critically on the quality of teaching and learning in the classrooms, workshops, ... Continue reading

Living With River Tides and Disasters

By Ray Kanti Shekhar

The river has shaped the lives of couple Rahim and Jahanar Gazi. The bond that has been in the interface between nature and man, governed by the tide of the river, is in this connection in the tension between hope and discouragement.

Village in Sundarbans in Bangladesh
by maciej (Adobe Stock)



The high tide of the full moon during rainy season turns situations from evil to worse by flooding the house, the vegetable garden and the surrounding areas. The tidal movement keeps them awake and gives them sleepless nights. It is only at early low tide in the rivers that they relax briefly. The changes that Rahim and Jahanara have been going through have gone on for the last years.

Ray Kanti Shekhar

is based in Dhaka, Bangladesh. He is a development professional and researcher. He has 15 years professional experiences. He has expertise in participatory research, training, investigative reporting and writing in the areas of climate change, natural resource management and rights issues of marginal communities.



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Houses of Mud and Golpatat

Once they were happy with what they had—houses made of mud and golpatat (*Nipa palm*), cow-shed, ponds and around three and a half acres of croplands.

The production of Aman paddy-the crop from their land was enough to cover what is most needed. Besides, they had some additional income which was more of passion that includes collecting fish, honey, wood from Mangrove Sundarban.



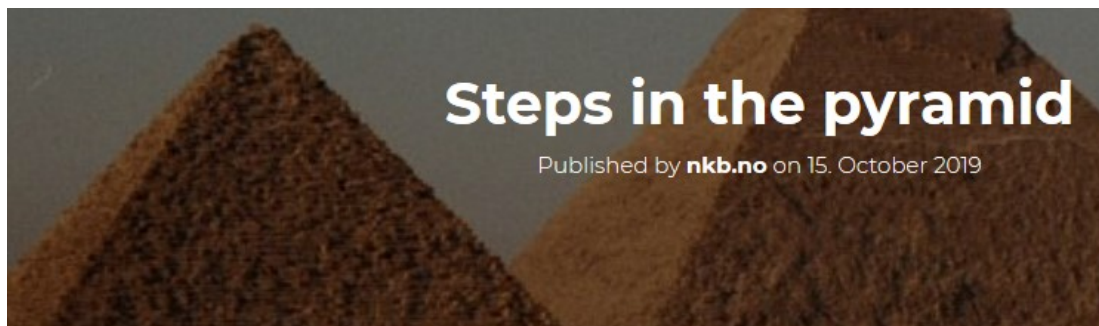
Photo: Nazrul – (Adobe Stock)

Nipa Palm at the World largest mangrove forest Sundarbans, famous for the Royal Bengal Tiger and UNESCO World Heritage site in Bangladesh.

The Sundarbans Reserve Forest (SRF), located in the south-west of [Bangladesh](#) between the river Baleswar in the East and the Harinbanga in the West, adjoining to the Bay of Bengal, is the largest contiguous mangrove forest in the world. The immense tidal mangrove forests of Bangladesh's Sundarbans Forest Reserve, is, in reality, a mosaic of islands of different shapes and sizes, perennially washed by brackish water shrilling in and around the endless and mind-boggling labyrinths of water channels. The site supports exceptional biodiversity in its terrestrial, aquatic and marine habitats; ranging from micro to macro flora and fauna. The Sundarbans is of universal importance for globally endangered species including the Royal Bengal Tiger, Ganges and Irawadi dolphins, estuarine crocodiles and the critically endangered endemic river terrapin (Batagur Baska). It is the only mangrove habitat in the world for Panthera Tigris species. ([The Sundarbans](#))

Cyclones

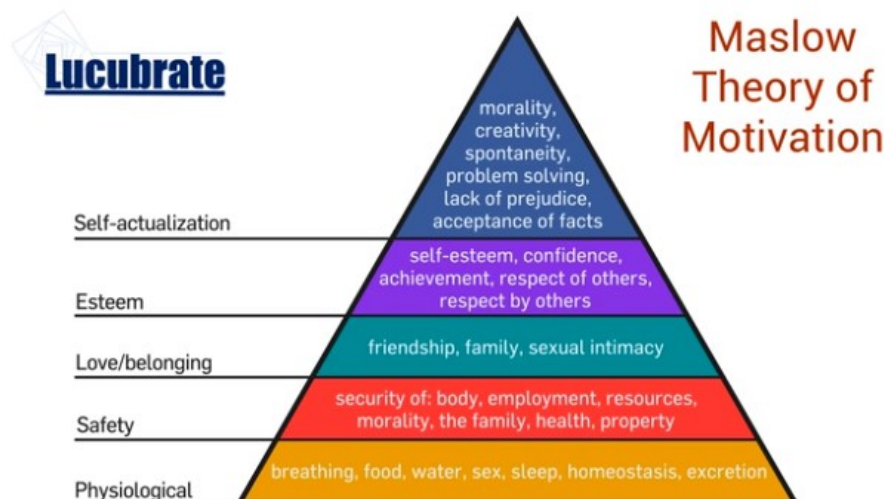
"We were wealthy then. During winter season wage earners came from northern districts for harvesting rice. We called them parbashi. But the situation has been reversed. Now we visit their area for wage-earning from the rice harvesting," reflecting on the destiny Rahim Gazi becomes emotional. Eight years back in such rice harvesting period in the month of May, Rahim Gazi went along with his neighbours *Taleb, Kiron, Swapan* and others from the Faridpur district, a neighbouring district in the North. One day at noon they got information on the mobile telephone from family members that cyclone Aila had devastated everything and they should come back immediately.



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The cyclone is not new to Rahim Gazi and others in the coastal villages of the south-west part of Bangladesh. They also lost everything in a cyclone in 1988. That time breaches along the embankment accelerated river erosion which devoured croplands of Rahim Gazi. They had to start life afresh. But the cyclone Aila has no comparison with other cyclones. Rahim Gazi finds it difficult to identify his house and premises. Houses were demolished and levelled with the earth. The river water entering from the breaches of the embankment has inundated the area. All of his neighbours have taken shelter in the makeshift houses along the embankment. His family is also a part of this new settlement.



Restart the Life

In their new life after the cyclone, they found many people from outside. This is people from humanitarian organizations. Rahim Gazi did not like the situation, and he tried to keep his family members away from it. He and his neighbour's search for livelihood. Taleb and Kiron came to him with questions like; *"Uncle is there any income source? How long will we be able to survive with the income that we got from Boro harvesting in northern districts? We should follow others who are meeting with Union Parishad chairman and members for getting relief supports"*.

Rahim Gazi had no comment. He always prefers to keep a distance from Union Parishad chairman and members. However, he didn't try to convince them this time. He went to Union Parishad several times but came back with a lot of frustration. Jahanara is very annoyed with Rahim Gazi for his failures for not getting relief supports. After all, she has to manage everything for the family, like collecting drinking water and firewood.

In the evenings, they all gather at the tea stall to get updated from each other about the latest development. Rahim Gazi is a part of this evening get-together. He gets attention for his storytelling when he tells about their own history. *"Our forefathers came to this land some 150 years ago. The area was a part of Mangrove Sundarban and they made the land inhabitable and cultivatable. The new land was fertile and good for paddy production. We didn't have embankment at that time. We had temporary dams for protecting croplands from saline water. We called it Shastomashi (temporary dams for six months) and Astomashi (temporary dams for eight months) dams. A good nexus was in place between river and croplands which helped the land to become fertile from the sediments. People were happy at that time. They had many festivals and events. During the 1960s the embankments were built along the rivers. We would call it WAPDA (Water and Power Development Authority) dams. Communication was improved. In many parts of the area single crop land turned into multi croplands. However, the situation lasted only a few years. Gradually, the environment started changing. The croplands were flooded with saline water from commercial shrimp cultivation. The croplands couldn't produce paddy cultivation like before,"* Rahim Gazi deploras.

His neighbour, Sanaton Mondal continued, *"Since then we have been going through miseries. We the landowners are becoming poorer. The embankment that was built for our protection was left uncared and gradually became weak. The river is also dying due to over sedimentation. Now the high tides in the rivers are likely to overflow the embankment."* The recent history is familiar to the younger generation.

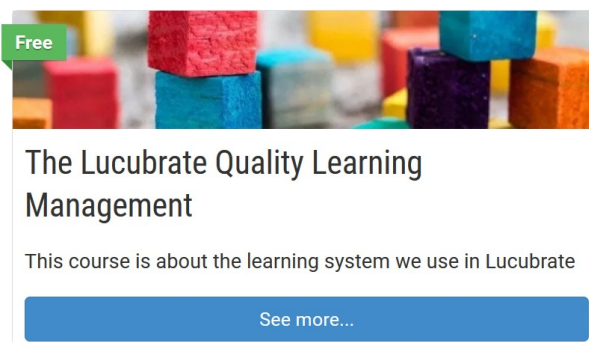
The evening gathering ended and everyone set off for their home. Only Rahim Gazi, Sanatan Mondal and few others of their age spend some more time together before they went back to their homes.

After Aila, the high tides, appear every six hours in the rivers and the tide is flooding the entire area. River erosion has also accelerated. Fishing in open water during the night has become the sole livelihood means to Rahim Gazi and his groups. They have to cover their family needs with whatever earnings they can make by selling their catches in the market. But how long will it last? They dream of a new embankment which will bring a new ray of hope for a new life.

In the evening gathering Karim Sana, the local ward member of Union Parishad brings news about new embankments. The high officials of the Water Development Board have visited the area several times. The construction of new embankment will be started in the winter. The tea stall certainly turns into a very important place for explaining in and out of the proposed embankment. Everyone gets updated that ten families at the farthest end of the village have been left outside of the proposed embankment. The reason is to protect the embankment from the river erosion. Rahim Gazi becomes speechless. After losing houses and land to the river erosion, he has a few pieces of lands along the river. In the new plan, he finds his land outside. He tries to convince the chairman, member and the high officials of the Water Development Board. But in vain. Some of his neighbours have already left their houses. But Rahim Gazi has no other option than to stay on his ancestors' land only to go through a life heavily guided by the river and its tides.

Rahim Gazi has no idea when the struggle will end.

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There's No Need to Wait for Learning

By showing that learning really matters to them, countries can realize education's full promise. Beyond being a basic human right, education—done right—improves social outcomes in many spheres of life.



Education Improves Social Outcomes in Many Spheres of Life

For individuals and families, education boosts human capital, improves economic opportunities, [promotes health](#), and expands the ability to make effective choices. For societies, education expands economic opportunities, promotes social mobility, and makes institutions function more effectively. In measuring these benefits, research has only recently focused on the distinction between schooling and learning. But the evidence confirms the intuition that these benefits often depend on the skills that students acquire, not just the number of years in the classroom. Economies with higher skills grow faster than those with schooling but mediocre skills; higher literacy predicts better financial knowledge and better health, beyond the effects of schooling; and poor children are more likely to rise in the income distribution when they grow up in communities with better learning outcomes.

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Many Countries Struggling with the Learning Crisis

Vocational education can be a great way to get fast-tracked into a well-paying skilled job, can be one of the quicker ways to change your career path, and is ideal for those starting tertiary education as an adult. Some vocational qualifications are mandatory to work in certain industries and roles.

Where is the Need to Wait for Learning?

But waiting out the learning crisis isn't a winning strategy. Even though national income and learning are somewhat correlated at lower levels of development, higher incomes do not invariably lead to better learning outcomes. And to the extent that development does bring better learning and skills, it is partly because development has been accompanied by a willingness to tackle the political impasses and governance challenges that hamper learning. Ultimately, then, those challenges are not avoidable. Furthermore, there's no need to wait for learning. At every level of income, there are countries that not only score better than others on international assessments but also— and more important—show from the quality of their education systems and their policy-making that they are committed to learning.

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The future of work will place a premium on learning. Rapid technological change has led to major shifts in the nature of work, leading some to declare this a new era—the Second Machine Age or the Fourth Industrial Revolution. In the extreme versions of this vision, all but a few jobs could disappear, decreasing the value of skills for most people. But the seismic changes predicted have yet to permeate the high-income countries, let alone the low- and middle-income ones. More importantly, no matter how the demand for skills changes in the future, people will require a solid foundation of basic skills and knowledge. If anything, the rapid change will increase the returns to learning how to learn, which requires foundational skills that allow individuals to size up new situations, adapt their thinking, and know where to go for information and how to make sense of it.

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The article is from the report: Learning to realise education's promise, World Bank 2018 (Page 27: "Learning to realize education's promise")



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How to Make our Kids to Become Smarter

Scientists claim we are now smarter than our grandparents. Studies from across the globe have shown there to be a year on year improvement in children's development. But how can we make our kids getting smarter?



All parents want their child to do well in school, stay out of trouble, and grow up to be a highly successful adult. However, there is probably no set path to guaranteed success. However, there may be some guidelines that can improve kids odds.

World Economic Forum asks in an article; "Which countries have the smartest kids?" [1]

Asian countries have topped PISA's latest global test of 15-year-olds, with China and Singapore ranking first and second The test measures performance in math, reading and science It also measures wellbeing and found only two-thirds of students said they were satisfied with their lives.

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The results are in for the OECD's latest global test of 15-year-olds in math, science, and reading. The test, known as PISA (for Programme for International Student Assessment), is administered every three years and used—by some—to measure which countries are best preparing their students for the future [1].

Once again, Asian countries came out on top. In the latest test, China and Singapore ranked first and second, respectively, in math, science, and reading. Elsewhere, Estonia is noteworthy for its performance, ranking highly in all three subjects.

A New York Times bestseller, *The Smartest Kids* was published in 15 countries and chosen by *The Economist*, *The New York Times*, *The Washington Post* and Amazon as one of the most notable books of the year. In a handful of nations, virtually all children are learning to make complex arguments and solve problems. They are learning to think, in other words. What is it like to be a child there? [2]

If we want children to thrive in our complicated world, we need to teach them how to think, says educator Brian Oshiro. And we can do it with 4 simple questions. [3] We all want the young people in our lives to thrive, but there's no clear consensus about what will best put them on the path to future success. Should every child be taught to code? Attain fluency in Mandarin, Spanish, Hindi and English? Those are great, but they're not enough, says educator and teacher trainer Brian Oshiro;

«If we want our children to have flexible minds that can readily absorb new information and respond to complex problems, we need to develop their critical thinking skills. We all have to deal with questions that are a lot more complicated than those found on a multiple-choice test. We need to give students an opportunity to grapple with questions that don't necessarily have one correct answer. This is more realistic of the types of situations that they're likely to face when they get outside the classroom.»

How can we encourage kids to think critically from an early age? Through an activity that every child is already an expert at — asking questions.

- **Go beyond “what?” — and ask “how?” and “why?”**
- **Follow it up with “How do you know this?”**
- **Prompt them to think about how their perspective may differ from other people’s.**
- **Finally, ask them how to solve this problem.**

You can start this project any time on any topic; you don’t have to be an expert on what your kids are studying. This is about teaching them to think for themselves. Your role is to direct their questions, listen and respond. Meanwhile, your kids “have to think about how they’re going to put this into digestible pieces for you to understand it,” says Oshiro. “It’s a great way to consolidate learning.”

Critical thinking isn’t just for the young, of course. He says:

«If you’re a lifelong learner, ask yourself these types of questions in order to test your assumptions about what you think you already know.” As he adds, “We can all improve and support critical thinking by asking a few extra questions each day. »

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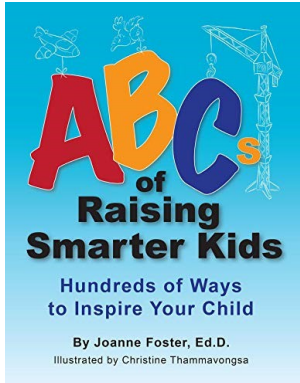
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Book

ABCs of Raising Smarter Kids

By Joanne Foster (Author), Christine Thammavongsa (Illustrator)



ABCs of Raising Smarter Kids: Hundreds of Ways to Inspire Your Child

In *ABCs of Raising Smarter Kids*, award-winning author and gifted education expert Dr. Joanne Foster reveals ways to help kids thrive. Moving from A to Z, she offers helpful information on child development, and shares hundreds of current resources and practical suggestions. Each letter/chapter features a different thematic focus such as Education, Health and Happiness, Motivation, and Productivity. Beautifully illustrated by Christine Thammavongsa, *ABCs* is a comprehensive, reader-friendly, and unique parenting book.

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