



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

La escuela en mi casa

2. Country or countries where the practice is implemented \*

Equatorial Guinea

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

#### 4. Implementation lead/partner organization(s) \*

Ministry of Education and Ministry of Public Information

#### 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Distance education; TV; Radio; Remedial programme; Catch up programme; Pre-Primary; Primary.

#### 6. What makes it a best practice? \*

During/after Covid-19, with UNICEF support and in partnership with Ministry of Public Information, the MoE has implemented a large-scale strategy to promote distance learning through the programme "La escuela en mi casa". This initiative was launched in 2020 to respond to the school closures due to the pandemic. It is estimated that 135,849 pre-primary and primary students were reached through TV and radio educational programmes. Moreover, 118 TV sessions and 45 radio sessions were produced and broadcasted nationally last year (2021), including in remote areas with scarce electricity coverage. In 2022, so far, around 70 TV sessions and 25 radio sessions were produced and broadcasted nationally. It is worth noting that since March 2022 the initiative has been implemented without financial support from UNICEF due to the lack of resources. This has been considered by both UNICEF and the Government as the main risk for discontinuation of La escuela en mi casa in the next future, once the MoE does not have financial capacity to solely absorb the programme's costs of implementation. In terms of evidence generation, and as a result of UNICEF technical and advocacy efforts, the Ministries of Education and Public Information are currently undertaking a sample assessment aiming at outlining students, families, and teachers' outreach and engagement by/with the distance learning programme La escuela en mi casa. The assessment is anchored in quantitative surveys, interviews and focus groups to be conducted with more than 1,150 direct and indirect beneficiaries all over the district of Malabo, in the country's insular region. Due to the limitation of human and financial resources, only the surveys will be undertaken randomly among students, families, and teachers from 11 public schools. It is also important to note that La escuela en mi casa has been the solely remediation / catch programme developed by the government and able to reach students from both public and private schools in the country since the Covid-19 outbreak. Other programmes addressing the learning loss among students have been majority implemented by private schools. Students from public schools (around 37% out of the total country's student population) are the ones who have faced the greatest challenges due to Covid-19 in terms of access to remediation / catch up learning opportunities.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

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## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

\*

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## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

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## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

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## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

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## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

La escuela en mi casa official video: <https://youtu.be/G9w36167pHE>

## 13. Organization \*

## 14. Focal Person/s \*

(Prefix/ First Name/ Last Name)

15. Email ([example@example.com](mailto:example@example.com)) \*

## 16. Website (URL) of the best practice if any \*

https://youtu.be/G9w36167pHE"/>

## Disclaimer

## 17. Do you agree with the following statement?

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Please state YES or NO in the box below. \*

 Yes NO



