



SALEX EVIDENCE PORTFOLIO



March 2024





About this portfolio:

This portfolio is a compilation of evidence produced by members of the School Action Learning Exchange (SALEX), which was presented during the “Harvesting the Power of Evidence for Schools” network-wide convening in Barranquilla, Colombia from 19-22 March 2024.

The event acknowledged a broad definition of *evidence* meaning there are various types of evidence and research methods highlighted throughout this portfolio.

For any questions, please contact Laurel Schmitt (lschmitt@r4d.org).



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01

**Social-emotional learning
(SEL) and student wellbeing**



Measuring SEL and classroom interactions through various methods. New results of Escuela Nueva Activa (ENA) implementation-

What we learned

Improvement in cooperative learning, student participation and peaceful social interactions.

Improvement in domains measured with CLASS (emotional support, classroom organization, student participation).

Improvement in gender equality in classrooms with high level of ENA implementation.

Background

FEN is committed to creating more effective and equitable educational systems that benefit all children, whatever their background, through transformative educational practices that have an evidence base of results.

Study Objectives

Through different evaluation methods, we want to show the effects that a high quality implementation of the Escuela Nueva Activa model can have in student outcomes and in classroom interactions.

Methods

- 1. Ecopetrol.** SEL measures in students (437 BL- 2018; 430 EL- 2020. Self directed questionnaires for 3rd to 5th grade students. Analysis: descriptive, consistency and confirmatory (FEN,2021).
- 2. IADB.** RCT: 74 Treatment - 74 Control schools. Classroom filming and CLASS coding by Universidad Javeriana de Cali. BL sept.2018 – EL sept.2019. (BID, 2022).
- 3. Classroom observation** of 37 videos (23 implementing ENA and 14 conventional classrooms). Measurement of gender equality and ENA implementation level with rubrics. (Schugg, 2022).

Results

- 1. SEL** variables that showed statistically consistent mean differences: cohesion, cooperation, teacher support, active respect and participation in student government.
- 2. CLASS.** Domains that showed significant results after ENA implementation:
Emotional support: teacher showed respect, positive communication, consideration for students perspective. Students showed autonomy and leadership. Coef 2018:0.072; 2019: 0.502+++
Classroom organization: expectations were clear, teacher redirected bad behavior, time was maximized for learning, routines and class preparation was clear. Coef 2018:0.0121; 2019: 0.319++
Student participation: students participated actively in classroom activities. Coef 2018:0.073; 2019: 0.366++
- 3. Gender equality (GE),** defined as equal opportunities for classroom participation for girls and boys. GE was **promoted by teachers** when equal attention was given to all students; and guidance, name call, call frequency, participation opportunities and promotion of respectful group critical interactions were equal to girls and boys. **In students,** GE was observed when peers collaborated, respected talk, turns and opinions and class activities were led by both girls and boys. Six treatment classrooms showed high levels of GE correlated with high levels of ENA implementation (use of ENA instruments, class organization and group collaborative work). 11 treatment classrooms showed medium levels of gender equality.

Implications

-Power BI boards to guide implementation decisions.

- Designed workshop for improving reading skills, guided by the Aprendamos Todos a Leer program, to complement the significant results in teacher-students interaction.

-Gender Equality is being emphasized and more intentionally promoted throughout FEN's ENA implementation processes.

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Student Wellbeing | International Baccalaureate

What we learned

Focus on subjective wellbeing as the key measure: "How satisfied are you with your life at school?"

HAPPIER CHILDREN MAKE BETTER LEARNERS

Teacher wellbeing predicts student wellbeing

Background

Longitudinal research shows that wellbeing is declining for young people globally. Schools are a prime setting for monitoring and enhancing their wellbeing.

Study Objectives

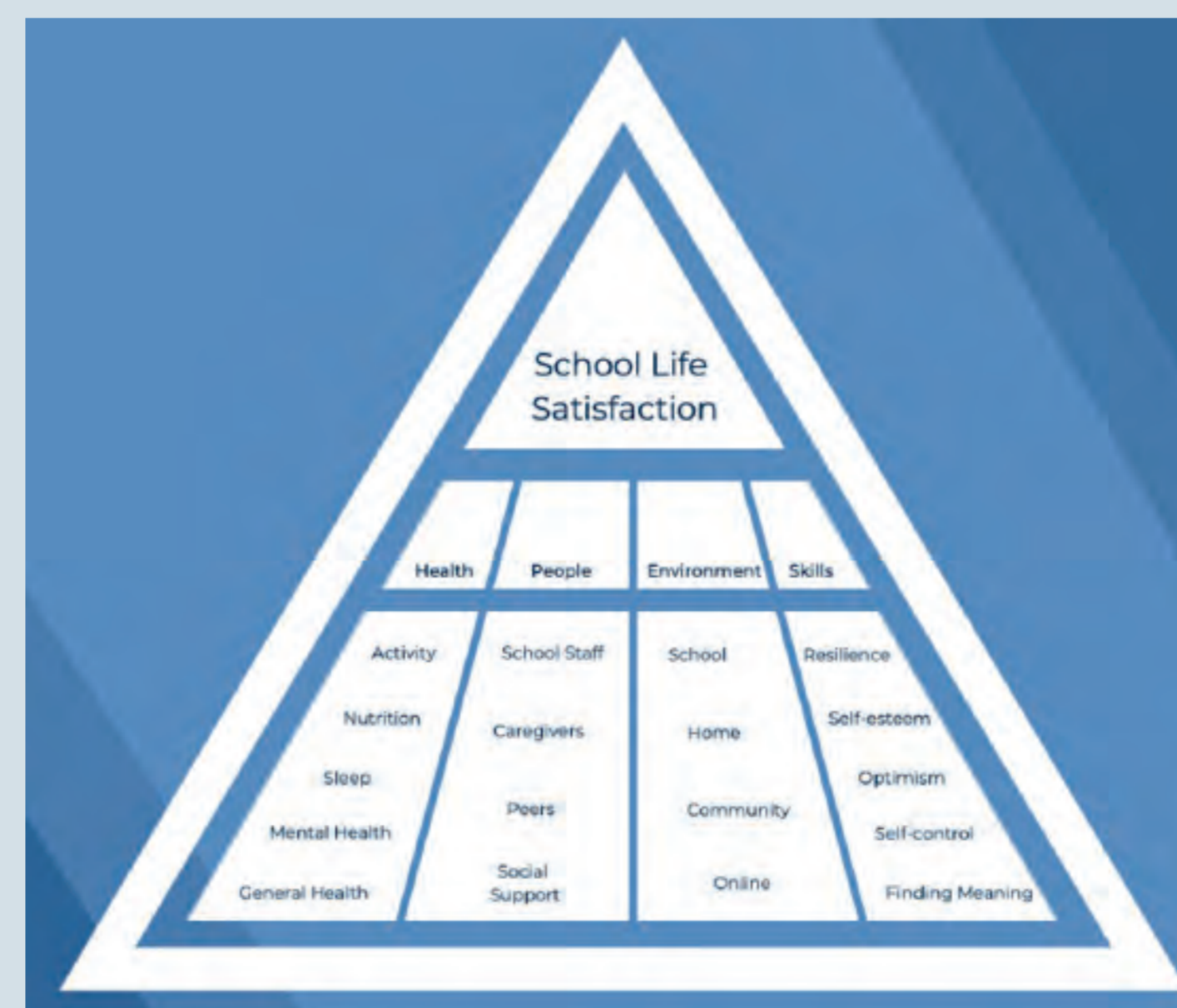
Document the leading international scientific research and programs which have been established to define, measure, and enhance student wellbeing (ages 3-19).

Methods

This study was primarily a literature review of secondary data, and also included a small survey of IB schools to collect initial feedback on the developed framework.

Results

- Defining Wellbeing:** Pupils are
 - satisfied with their school lives,
 - have positive experiences at, and feelings about, school, and
 - believe that what they do at school gives them some purpose and meaning.
- Not all widespread wellbeing practices are grounded in scientific evidence**
- School stakeholders should select interventions that are easiest to implement in their context
- Wellbeing Framework:** Identifies drivers of wellbeing



Next Steps

- The IB is:**
- Collaborating with schools globally to gather student wellbeing practices
 - Developing professional learning for teachers**
 - Identifying and sharing interventions that are effective
 - Documenting and sharing the science of teacher wellbeing
 - Piloting the measurement of student wellbeing

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How does a whole child approach shift practice, perceptions & culture? *Kizazi*

What we learned

Teacher wellbeing impacts student academic outcomes

Positionality, language, and power need to be considered more intentionally when designing tools

Including narrative evidence creates a more tangible understanding of shifts and emerging needs

Background

Kizazi's breakthrough school models introduce changes in the structures, learning materials, coaching, management & governance of the school. In Sierra Leone, we are working with local NGO partner NYAF in 67 schools for a 3 year period ending in 2025. Our program here is contextualized to respond to the context of trauma & conflict, multidimensional poverty and vulnerabilities of girls and women with regard to safety and protection.

Study Objectives

- To develop contextually relevant and responsive indicators of SEL for students, teachers and caregivers
- To generate evidence of shifts in practice, perception and relationships at the classroom, school and school-community level
- To use evidence to shift priorities, culture and practice

Methods

Tool Development (2022): Surveys + Classroom observation
Surveys were developed after secondary research + pilot testing for reliability and validity

Annual Data collection in ~60 schools (2023 & 2024)
Student self reported SEL survey tool is administered by coaches to sample group of students via a tablet
Teacher survey administered by the coaches to all teachers
Family survey administered to a sample of caregivers

Interviews conducted in 6 randomly selected schools (2 in each chiefdom) with students, teachers, head teachers (2024)

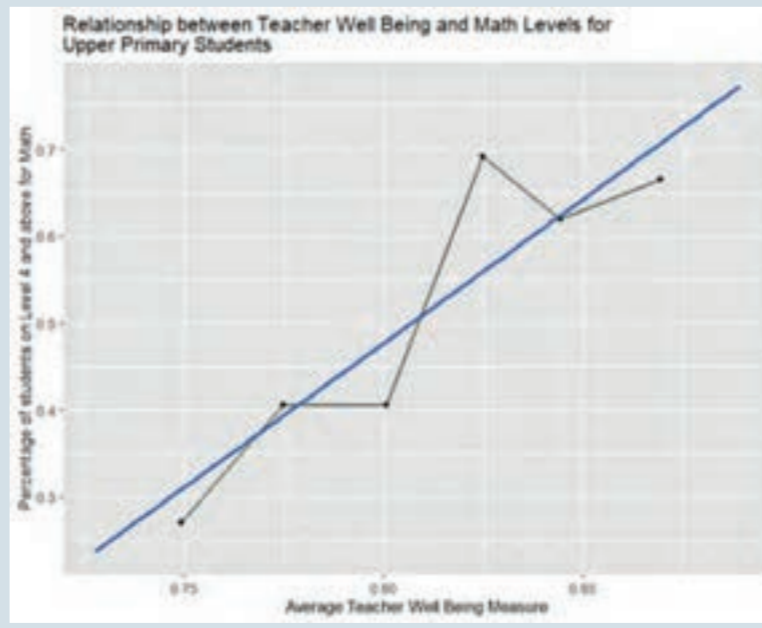
Results



Students say:
He is kind to us now.
The class is interactive and participatory with lots of excitement and fun

Teachers say:
I used to shout at the students or even beat them common reasons but I now i control my emotions
I have been able to calm myself when I'm hurt so that I don't don't treat the children badly

Families say:
Teachers in the school are punctual in school and they stay in school throughout the school time
My child has changed drastically in some of his academic work due to the disciplines the head master has enforced in to the school.



Implications



SEL survey data is collected annually, and reports are generated. These findings are discussed with coaches to generate insights behind the trends. Priorities for the following year are set accordingly and training & coaching themes are prioritized.



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SchoolsWeavers Tool

NetEdu



What we learned

Increase a sense of belonging in students, teachers, and parents

Identify priorities and facilitate empathic dialogue

Resourcing challenges for mobilizing the ecosystem beyond school space and time

Background

- Lack of tools for school leaders to weave flourishing learning environments / cultures
- Lack of international collaboration / networks for evidence exchange and collective learning

Study Objectives

- Support school leaders to weave ecosystems for belonging and personalized learning
- Exploring relationships between healthy ecosystems and learning outcomes

Methods

- 2131 surveys and 35 interviews / focus groups 2021-2023 / 4 country case studies – teachers / school leaders / staff / students / parents / community collaborators
- Quantitative and qualitative analysis

Results

Implications

- New schools using the tool
- Collecting and exchanging inspirational practices from school users
- Exploring positive relationships between sense of belonging (student and teacher) and academic achievement / youth identity / agency

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Improving Holistic Learning Outcomes through Learner-centred Pedagogies in Tanzania - Evidence from Schools2030

What we learned

Teachers in schools with exposure to Human-Centred Design & play-based learning pedagogies displayed better practices in learner centred pedagogies.

The study found a statistically significant correlational relationship between learner-centred pedagogical approaches and holistic skills (literacy and SEL) development for all students.

There was no statistical difference in the performance of students in literacy and SEL skills for those with or without a self-declared learning difference.

Background

This study explored how different pedagogical practices in the classroom meet the needs of a 21st century student expected to acquire holistic foundational learning skills at the primary school level. The study was conducted by Schools2030 Global Research Partners **Right to Play International, University of Dar es Salaam and University of Notre Dame.**

The study sought to understand:

- The state of pedagogical practice of grade 4 teachers in schools across four Tanzanian districts.
- The status of holistic learning outcomes (early grade literacy skills and SEL skills) among grade 4 students in schools where human-centred design, and play-based learning are being implemented.
- How children’s holistic learning skills differ based on sex, age, and learning differences (i.e., attention and memory issues)

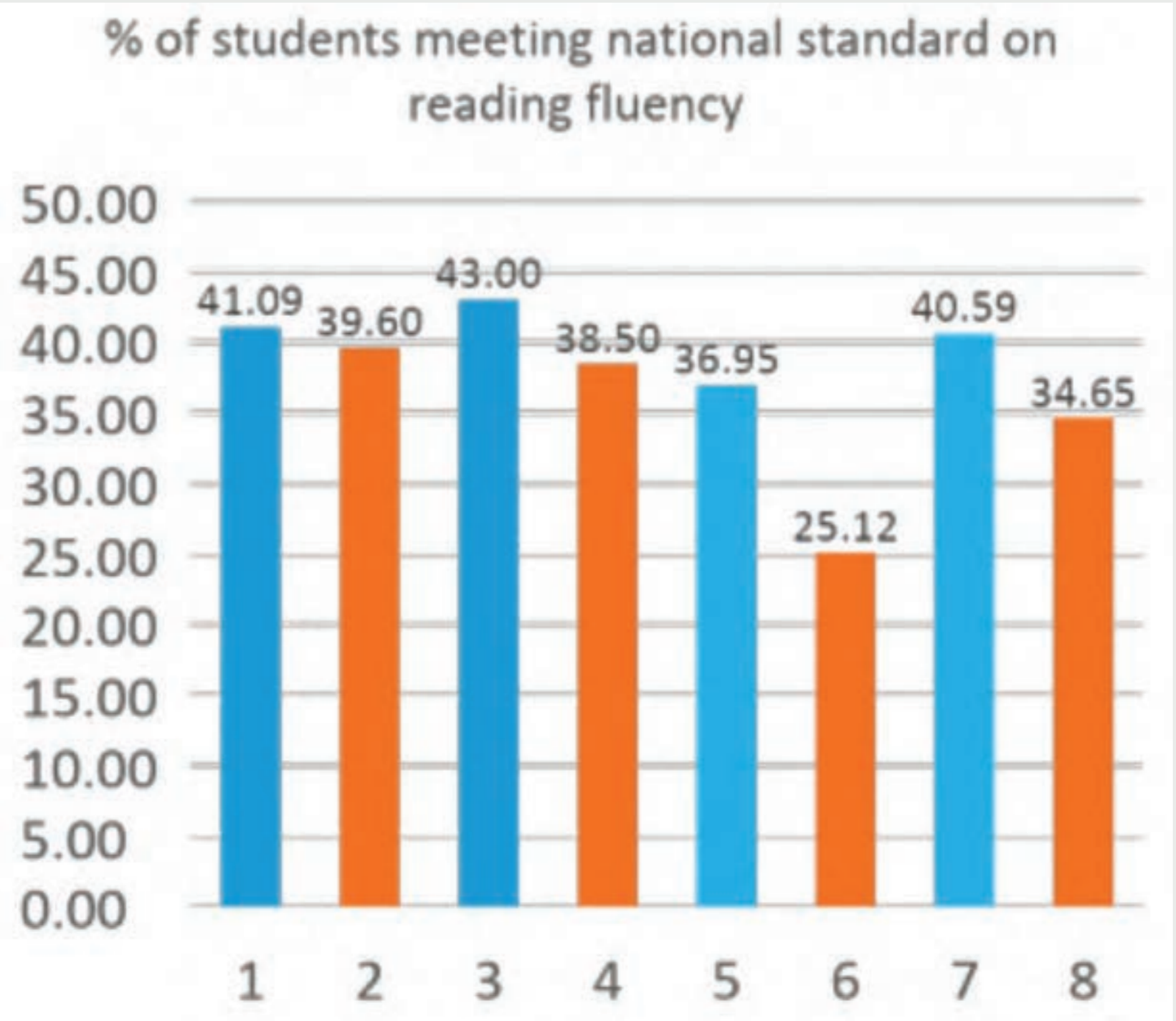
Methods included:

- Co-creation of a context-relevant SEL competencies assessment tool
 - A review of the pedagogical literature, informing the development of a pedagogical observation tool
 - Quantitative and qualitative data collection with 800 Grade 4 students and 20 teachers in 40 schools across four districts in Tanzania
- The team employed an after-design comparison of results with a set of schools that were not implementing any of the learner-centred pedagogies in this research.

Key Results

The study found that teachers in schools using **Human-Centred Design (HCD) and play-based learning approaches (PBL)** displayed better practices in learner centred pedagogies, with students in these schools achieving higher average scores in literacy and SEL skills as compared to students in “business as usual” schools.

The study also uncovered areas for improvement, signalling that stronger practices to support student agency in the learning process should be promoted, as well as practices that connect learning content to students’ personal experiences or promotes peer-peer social connections amongst students.



Implications

This evidence supports the promotion of learner-centred pedagogies (such as HCD and PBL) as inclusive approaches to improving both foundational and SEL skills.

For Schools2030, consideration of student agency and peer-peer connection will be integrated as the implementation of HCD evolves

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UNIVERSITY OF DAR ES SALAAM



02

Teacher professional development and training



Teacher Training & Entrepreneurship in Rwanda

Educate!

Key Learnings

Takeaway #1: Impact on teachers behavior translated to improvement on some youth outcomes

Takeaway #2: 2.5 years after graduation, only impact on university enrollment persisted

Takeaway #3: Pedagogy change without a complete shift in system incentives (e.g. exam), dampens impacts on students

Background

Rwanda's curriculum reform introduced a focus on skills for employment through a required course in upper secondary, which was taught through an interactive pedagogy. The evaluation assessed how a comprehensive teacher training program affects delivery of the reform.

Study Objectives

- Did the training program change teacher pedagogy?
- Does that change impact student life outcomes (skills, educational, and economic outcomes)?

Methods

External RCT by researchers at Oregon State, the World Bank, and IPA Rwanda

ITT analysis of primary survey data and some administrative data

Timeline: Baseline, Endline, 2 tracers (1 year and 3 years post program)

Results

The program measurably impacted teachers' behavior.

19% 

Increase in use of active instruction techniques

This translated into impact on some youth outcomes in the short term.

100% 

Increase in university enrollment

14% 

Increase in business ownership

* Impact 6 months post secondary completion

The improvement in tertiary enrollment confirms what other evidence suggests: "Students will use any skills/advantages, no matter how small, to pursue further education, deprioritizing economic activity in medium term."

The program did not result in improved economic outcomes and potential skill impacts were very small.

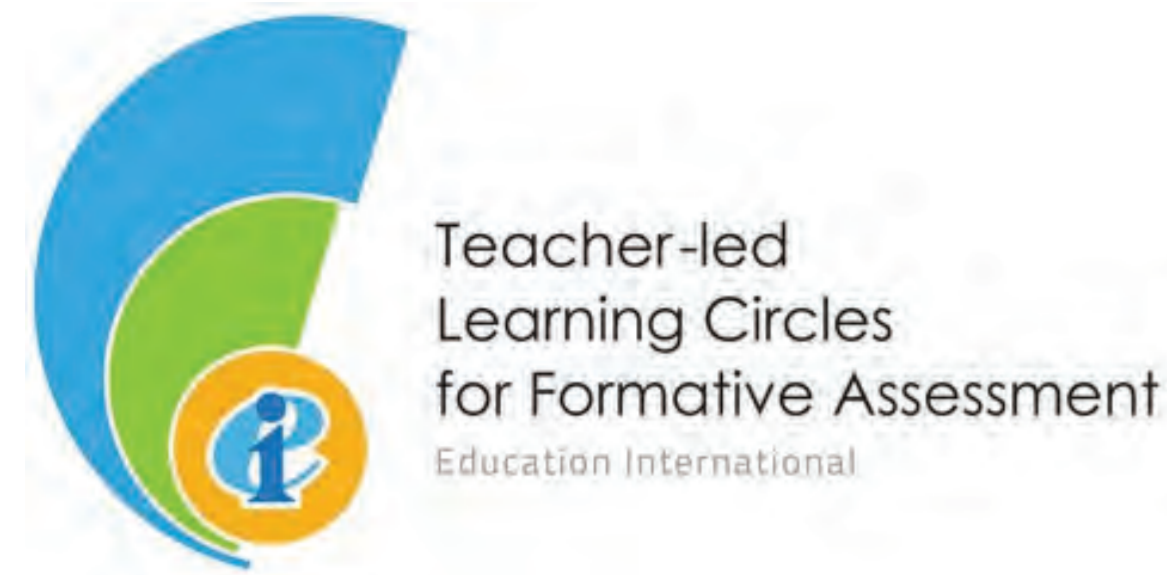
Implications

We achieved a necessary first step at systems change and will deepen it by:

- **Shifting system structures:** Project-based assessment and integration into the national exam
- **Ensuring the student experience has all the necessary components:** Strengthen pathway for individualized feedback and support
- **Replicating in another context:** Tanzania

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Teacher-led Learning Circles for Formative Assessment: Research Framework *Education International*

What we learned

Learning circles for formative assessment supports teacher leadership

Formative assessment addresses learning variability in classrooms worldwide

Teachers need to be supported at all levels to meaningfully participate in PLD

Background

Provide teachers with tools and support to identify and establish effective teacher-led formative assessment practices that can be disseminated within and across education unions.

Study objectives

The overarching goal of the project is to identify, codify, and disseminate effective formative assessment practices to support students' learning

Methods

2022: Creation of 1) professional learning tools, frameworks, and resources 2) overarching research framework 3) national research plans and country frameworks
2023: 1) Implementation of 3 learning circles in 7 countries 2) Data collection on impact & promising practice
2024: Analysis and Codification of project data (qualitative and quantitative) and report on key findings both nationally and internationally
International researchers: Danielle LaPointe-McEwan, Carol Campbell and Christopher DeLuca

Results



T3LFA gave project teachers the reflective time and space to target specific learning problems through formative assessment



Implications

How can we support national adoption to achieve system wide access to build quality inclusive public education systems?

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Evaluation Framework to Assess the Impact of STiR's Programs

STiR Education (India, Indonesia, Uganda, Ethiopia)

What We Learned So Far And Our Next Steps

Key evidence gathered so far:

- 1) RCT study shows positive impact on numeracy skills (0.10-0.15 Standard Deviations). This improvement was largely observed among lower-scoring students who were exposed to the program.
- 2) Increased motivation among teachers (0.13 SD increase in an overall motivation index).
- 3) Qualitative evidence, that includes case studies, shows improvement in students' learning outcomes, their attendance, and gender-outcomes among students.
- 4) Survey of teachers (self-reported) shows STiR's programs led to children being happier in the classroom.

Reflections:

- 1) Evidence on student-level impact is dated and needs to be adapted to the changes in STiR's program over the years.
- 2) While qualitative evidence provides in-depth insights, there is a dearth of quantitative evidence on the impact of improved intrinsic motivation among teachers on student learning outcomes.

Evaluation questions to be answered under our new framework (presented on this poster) include:

- 1) What is the impact of STiR's program on student learning outcomes, their foundations of learning, and their social-emotional learning?
- 2) To what extent are education officials, teachers, and students intrinsically motivated as a result of engagement with the STiR program?
- 3) What is the impact of STiR's program on the education ecosystem?

Background

The education sector has made outstanding progress in assessing 'what works' in pedagogy. But understanding the underlying psychosocial factors, especially motivation, remains a gap. We believe there is a strong need to rigorously test approaches to fostering intrinsic motivation in educators and the impact that has on children to address this gap. As a pioneer in intrinsic motivation, STiR aims to impact 25 million children by 2025.

Study Objectives

Our impact evaluation study aims to assess the transformative potential of STiR's programs. Specifically, the study will evaluate the impact of STiR's programs on student learning outcomes, social-emotional learning, intrinsic motivation, and the overall education ecosystem.

Methods

Approach: Quasi-experimental.
Methodology: Difference-In-Difference (DID).
Analysis: Linear Regression (controlling for observable factors)
Data Collection: Primary Quantitative & Qualitative (Learner Assessment Test, Survey of Program Beneficiaries, In-Depth Interviews).
Respondents: Students, Teachers, Parents/Guardians, Education Officials.
Sample Size: 6,250.
Implementation Timeline: April to October 2024.
Implemented By: External Research Partner.

Evaluation Framework

Identification strategy for student-level impact in Delhi: Difference-In-Difference.

- 1st difference – 6th grade students (treatment cohort) and 5th grade students (control cohort) in our program schools.
- 2nd difference – 6th and 5th grade students in non-program schools.

Identification strategy for student-level impact in other program geographies: Treatment-control comparison.

Also, controlling for observable characteristics at the student and household levels – ability of the students, gender, access to private tuition, number of siblings, access to learning material, general health, highest educational attainment of parents & siblings, household income, asset & land ownership, employment status of parents & their primary occupation, whether household members have health insurance.

Robustness checks – Bound analysis developed by Altonji et al. (2005) and Oster (2017). And check for selection bias.

OECD DAC Framework (Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability):

- Impact on intrinsic motivation – Teacher survey tool, qualitative interviews with teachers, parents, and education officials. And administrative data.
- Impact on education ecosystem – Qualitative interviews with teachers, education leaders, and officials.

Implications

We aim to use the learnings to:

- 1) Adjust our programme design and implementation for enhanced effectiveness.
- 2) Inform strategies for scaling successful program elements.
- 3) Contribute to shaping educational policies and practices, potentially influencing the wider educational landscape in the regions where STiR operates.
- 4) Share it with the education sector on how to use professional development channels to develop motivation in educators.

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What needs to change in Mentoring: Mixed-method exploratory research from Teaching at the Right Level approach in Côte d'Ivoire

Teaching at the Right Level Africa

What we learned

Higher-quality TaRL implementation is associated with consistent mentoring.

External mentors provide good mentor support when in schools but don't visit frequently.

Targeted, hybrid school mentoring based on data to guide visits may help.

Background

Teacher support through quality mentoring is essential for pedagogical approaches such as TaRL to address the learning crisis. However, mentoring often faces constraints such as resources and time.

Study Objectives

Exploratory research on mentoring in CIV:

- 1) What are key mentoring and support needs for education system stakeholders, including teachers?
- 2) What technological or non-technological innovations may be salient to improve mentoring?

Methods

Semi-structured qualitative interviews: 144 respondents in 44 schools: 1 teacher, 2 HTs/school

Classroom observations: 90+ TaRL sessions observed, with half involving a teacher mentor's presence (head teacher or pedagogical advisor)

Secondary data: 2021 survey data, national reviews

Results

Head teachers are present in the schools but don't consistently make time to provide quality mentoring to teachers due to many & competing administrative tasks and demands.

Pedagogical Advisors provide extensive, valued feedback to teachers during their mentoring visits, but they don't visit schools as often as wished:

- They have many schools to support, so, not all are visited - or are visited infrequently. Those visited are often chosen based on proximity.
- There are schools that are hard to access due to poor road infrastructure; reaching them is costly.

PAs reported they would like to gain more insight from ASER data to inform their choice of schools to visit and to prioritise schools with the most needs.

Implications

Innovation Opportunity: We designed an innovation blending:

- Mentor training on data use for targeted prioritisation of school visits + data-based planning tool for mentors
- Structured guiding framework for mentors to remotely mentor teachers more effectively

Now testing in a randomised evaluation.

Diffusion of Innovation: We have begun a new hybrid mentoring pilot for hard-to-reach areas in Nigeria to study the effectiveness of the approach across contexts.

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03

**Scaling promising
innovations and programs**



Let's All Learn to Read

Data driven approach

FUNDACIÓN LUKER – BID – ALCALDÍA MANIZALES

Background



Literacy benefits:

- Fosters the ability to learn other subjects (Zhang et al. [2014])
- Matters for health (Sentell and Halpin [2006])
- Related to political participation (Benavot [1996])
- Highly valued in the labor market (Hanushek et al. [2015])



OECD

- (2016) finds that almost 20% of adults cannot process information from a simple text.
- (2022) 51% of students in Colombia don't achieve the expected levels.



In Latin America, two-thirds of children don't achieve the minimum levels of literacy expected for their age (Busso et al. [2017]).



Literature suggests that parents have limited or misinformed information about school quality, their children's academic performance, and the benefits of education (Nguyen, 2008; Jensen, 2010; Loyalka et al., 2013).

Study objectives

Three studies:

1. Let's all Learn to Read: 1st grade curriculum – materials (IDB: Alvarez, Berlinski, Busso, Martinez)
2. Remediation strategy 3rd grade students (IDB: Alvarez, Berlinski, Busso, Giannola)
3. Parents information (Harvard: Barrera, Gonzalez, Lagos, Deming)

Obj 1

Impact of an intervention that offered remedial literacy tutorial sessions designed to help struggling readers in 3^o grade students in Colombia.

Obj 2

Evaluate the effectiveness of Let's all learn to read, a curriculum reform implemented with 1^o grade teachers throughout the school year with structured materials.

Obj 3

Provide information to parents about their children's performance to provoke changes in their interest in education in order to increase their children's academic performance.



Methods: Randomized Control Trial

- 1st grade: Curriculum and materials
 - 70 schools
- 3rd grade: Remediation
 - 700 students
- Parent's information
 - 4.371 students



Results – what we learned

- 1st grade: Curriculum and materials. 0.39 sd. Lasted until 2^o and 3^o grade. Probability of remediation in 3^o grade decreased 33%.
- 3rd grade: Remediation. 0.29 sd. Lasted two more years.
- Parent's information: 0.28 sd (low performers). Not sustained.



Implications

Let's All Learn to Read has been implemented for more than 5 years, in 100% of public schools in Manizales, Colombia:

- 1st grade: Curriculum and materials
- 3rd grade: Remediation
- Parent's information

Students in or above the standard:

- 2018: 39%
- 2023: 80%



The Role of the DVF Framework in supporting education solutions to scale up

What we learned

Takeaway #1

Importance of establishing desirability as a foundational element for solutions seeking scale

Takeaway #2

Role of rapid testing and adaptation while scaling into new contexts

Takeaway #3

Developing cost effective solutions and new financial models are instrumental in building sustainable pathways to scale

Background

Global Schools Forum uses the Desirability, Viability, and Feasibility model to support education innovations to scale.

We have adapted the original framework developed by IDEO to incorporate elements that are crucial for education solutions.

Study Objectives

Testing the adapted DVF framework in the context of education solutions scale up.

Methods

This evidence was documented through various case studies, which utilised primary data collected through questionnaires, interviews, focus groups, and AB tests. The data was co-analysed by GSF and the case study participants.

Results

DESIRABILITY

Is there a need for the innovation, is there strong evidence it works for the target audience, and does it have the potential for impact at scale on education outcomes?

VIABILITY

Does the innovation have a sound revenue model, funders and ecosystem partners required to scale?

FEASIBILITY

Does the innovation have the leadership, team, partnerships and systems required to scale and continuously measure impact?

Find Out More

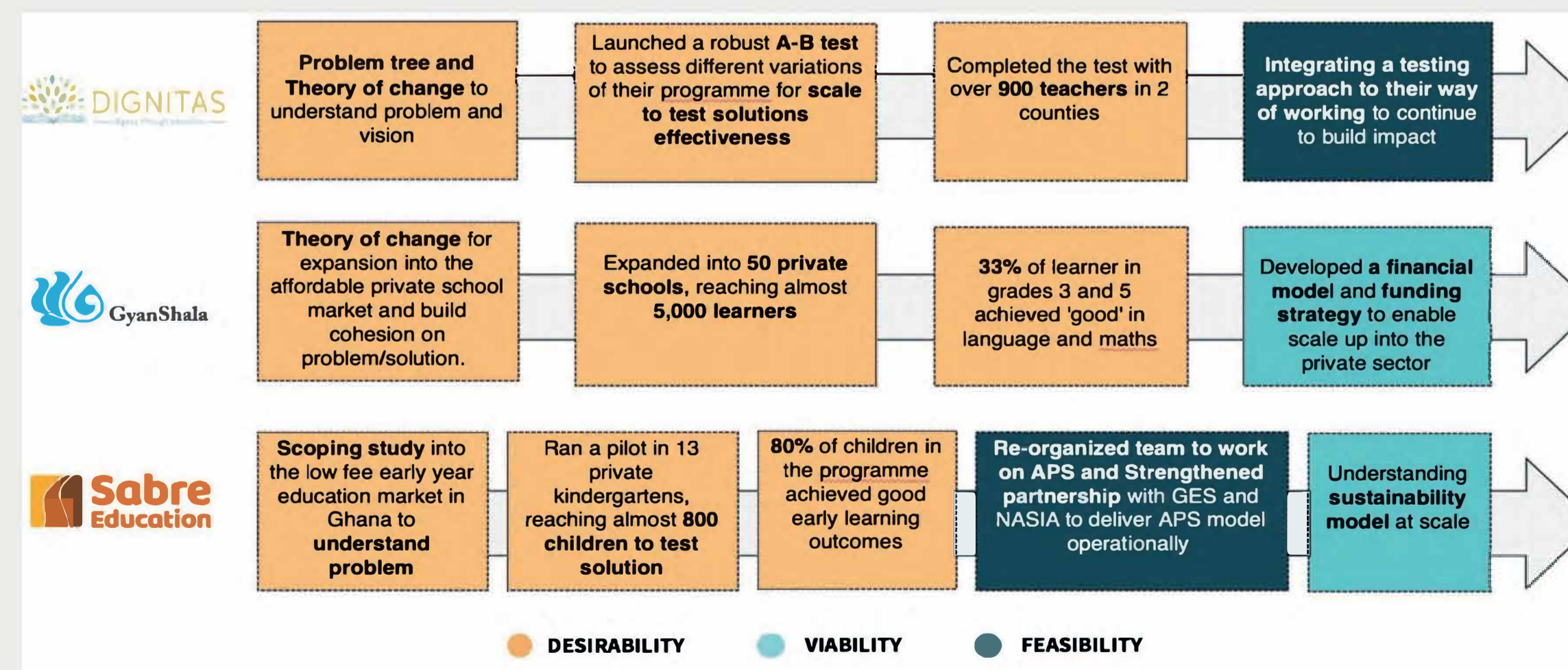
The GSF Toolkit contains case studies on evidence of scale progress using DVF. View below



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The Messy Middle of Scaling Innovation

Background

We define the messy middle as the phase marked by complexity and uncertainty that occurs after an innovation has been tested and validated but before it has been institutionalised.

Study Objectives

Our aim is to show that while each implementation journey is undoubtedly unique and context dependent, there are learnings that can be discovered and shared when looking across cases.

Methods

Interviews, implementation documentation analysis

WHAT WE LEARNED

Traditional “implementation cycles” lead to a focus on whether people did what was expected of them, rather than achieving the desired goals and broader impact.

Creating desired impact requires adapting, pivoting, and disagreeing – all expected parts of the messy process of implementation.

Implications

In the future research and action we are interested in how innovations can be financed at scale and what are the levers required to secure adequate finance.

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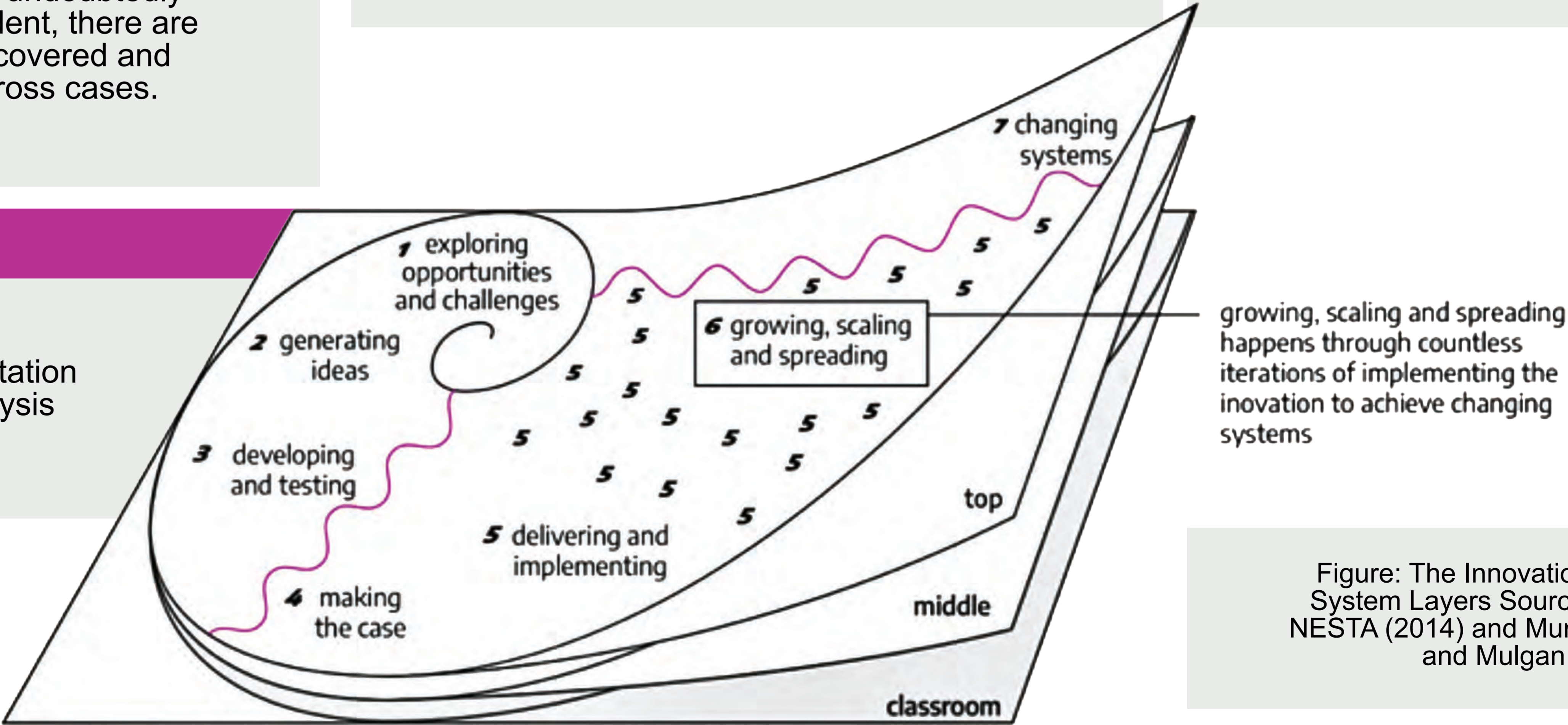


Figure: The Innovation Spiral Across System Layers Source: Adapted from NESTA (2014) and Murray, Caulier-Grice and Mulgan (2010)



Impact of Literacy Support during COVID-19 Disruptions in Tanzania

Room to Read

What we learned

Learners in supported schools experienced 1.2 – 1.8x higher gains in literacy skills than in comparison schools

Many are still not meeting benchmarks by end of G2, suggesting opportunities to better support children’s literacy

Room to Read is now partnering with the Tanzania Institute of Education to strengthen curriculum nationwide

Background

Room to Read’s Literacy Program in Tanzania seeks to build reading and writing skills in Kiswahili and a habit of reading through support to literacy instruction, establishment of child-friendly libraries, and provision of quality reading materials. The program was introduced to a set of schools in Tanga Province in 2020 and 2021.

Study Objectives

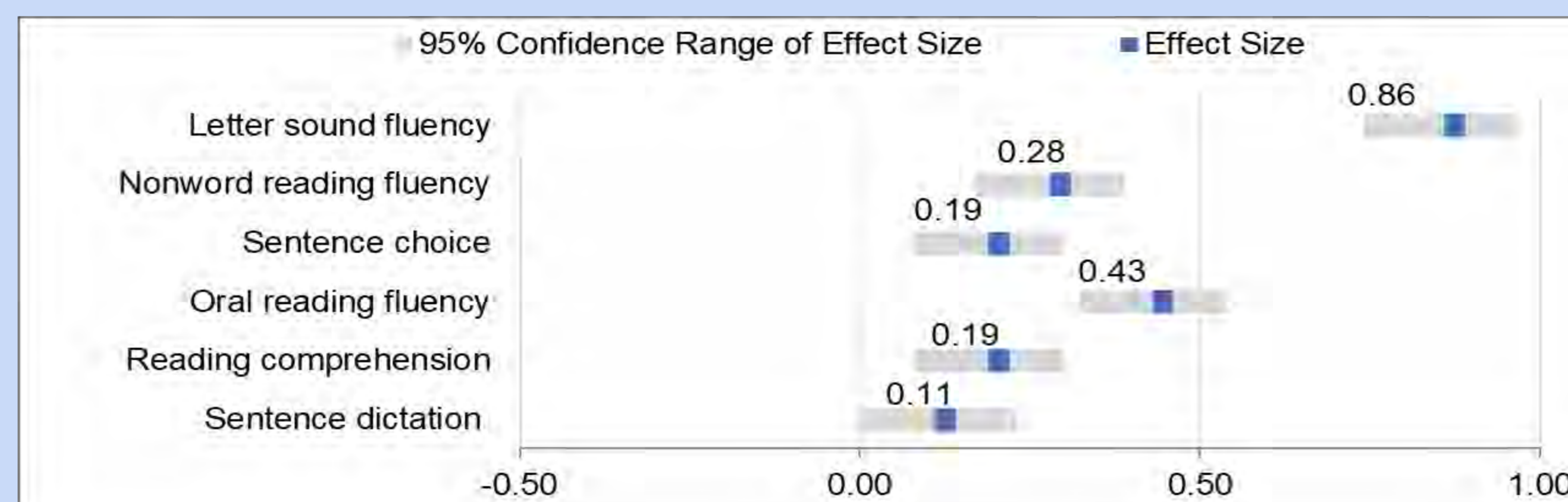
Evaluate the impact of the program on literacy skills from the intervention for 2 academic years (from 2021 to 2022) in Tanga province, particularly in light of disruptions related to the COVID-19 pandemic.

Methods

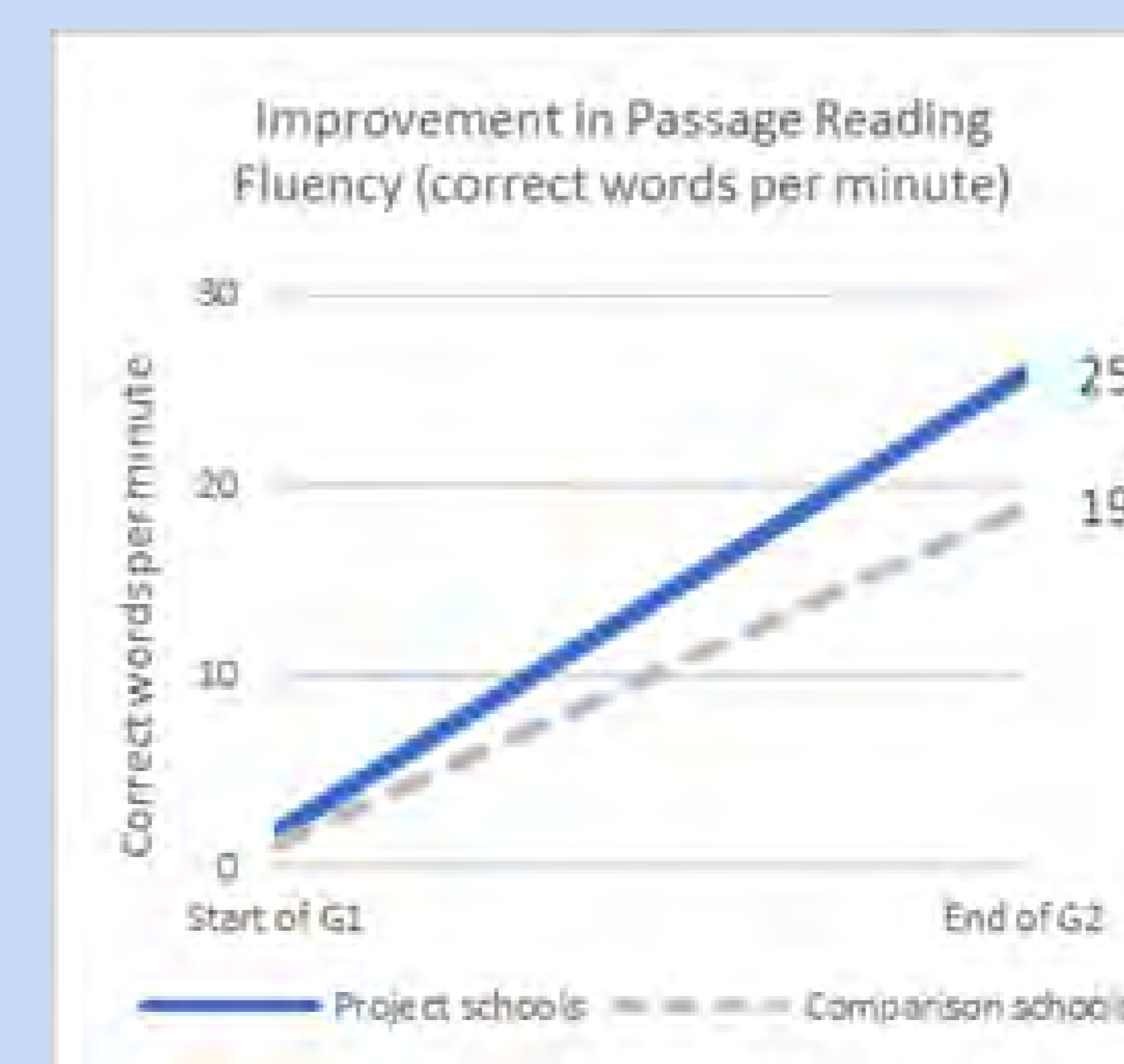
- Developed a tool based on the Early Grade Reading Assessment (EGRA), with a range of reading, writing, and comprehension tasks
- Assessed students in 50 supported schools and 50 comparison schools
- Baseline Feb 2021 with learners at start of G1, endline Nov 2022 with learners at the end of G2

Results

- Learners in project schools experienced 2-year gains in literacy skills that were **1.2 to 1.8 times higher** than the gains experienced by comparison school learners. Differences between the 2-year gains in project and comparison schools were statistically significant for all tasks except sentence dictation.



- However, scores on some of the early grade literacy skills (letter sound, oral reading fluency, etc.) were relatively low even in project schools.
- By end of Grade 2, just 13% of the project school learners reached the oral reading fluency benchmark of correctly reading 45 or more words per minute (in contrast to 4% percent learners in comparison schools).
- In summary, LP in Tanga had positive, statistically significant but modest impact on literacy skills.



Implications

- While the acute period of the pandemic has passed, study findings suggest there remain opportunities to significantly improve the support given to early grade literacy in Tanzania.
- Room to Read is working with the Tanzania Institute of Education (TIE) on a nationwide revision of literacy curriculum and textbooks, incorporating some elements of our LP approach.
- We are also developing a Teachers’ Guide to support educators in implementing the new government curriculum and textbooks.

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Adapting, innovating, and scaling foundational learning: *Lessons from scaling Teaching at the Right Level in Botswana*



What We Learned

Seize opportunity where problem, policies, and priorities converge

Pursue demand-driven scaling with a focus on regional champions

Use tailored and timely data to inform ongoing adaptations

Background

The case illustrates how an innovation developed in one context can be adapted to and strategically expanded in a new location and identifies key factors that have contributed to and constrained the scaling process.

Study Objectives

- From the case study, we sought to document
- 1) TaRL's scaling journey in Botswana
 - 2) Factors contributing to and impeding scaling process
 - 3) If and how a participatory, action research approach contributed to the scaling process

Methods

Participatory, action research design (2019–2023) based on qualitative and quantitative data, collected through primary and secondary sources, including interviews, focus groups and surveys. Data organized and coded by scaling drivers, and collaboratively analyzed by Youth Impact and Brookings. Over 400 pieces of data and documentation were collected and analyzed across numerous case studies.

Results

Key factors facilitating scale include:

- 1) A ready policy environment and an organization with the knowledge, networks, and expertise to act on this opportunity;
- 2) Ongoing data-driven adaptation of the model and scaling strategy, including through the use of A/B testing;
- 3) Cultivation of buy-in throughout the system and a scaling approach focused on demand-driven, regional expansion; and
- 4) Use of diverse forms of timely data to demonstrate need, make successes visible, build buy-in among stakeholders, track progress, and inform adaptations

Implications

These findings have informed:

- 1) TaRL's ongoing expansion in Botswana, including reaching 40% of primary schools in 9/10 regions through a gov't led delivery model;
- 2) Ongoing development of cost-effective model through rigorous and rapid testing and adaptation;
- 3) Greater institutionalization with government ownership and financing of TaRL; and
- 4) Partner organizations and government scaling efforts, including through adapting TaRL to other countries, providing technical assistance around A/B testing and sharing insights from the report and collaborative learning process.

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04

Large scale data collection efforts to inform policy

How do school leaders navigate factors influencing teaching, learning & pedagogical change?

Council of International Schools

What we learned

Focus on adaptive pedagogies for the future

Schools juggle competing priorities for learning

Parent voices and student needs are influential

Background

Our overall goal is to publish an open-access resource kit to support schools as they establish priorities and lead pedagogical change in their communities.

Study Objectives

Explore the concept of pedagogy in an international school context; Understand how schools make decisions about teaching and learning; Learn how they evaluate the implementation of their decisions.

Methods

400 school leaders, 550 teachers, 400 parents, and 500 students

135 CIS member schools in 56 countries on 6 continents via 21 focus groups and a survey completed by 1,900 people.

Results

Factors affecting pedagogical change management + choices in teaching and learning:

- a desire for students' pathways through secondary and higher education to enable success and mobility
- the need for instructional agility in the face of global change as schools prepare students for the future
- calls for inclusive and equitable practices that are culturally responsive and foster global citizenship
- the pressures of navigating complex governmental regulations, external curriculum and assessment requirements, and the expectations of school networks and governing bodies
- resource limitations
- tension between stakeholder perspectives (parent group)

Cross-cutting elements, linking traditionally separate or independent parties or interests, impact pedagogy and pedagogical change management regardless of how change is approached.

- programme of study (a significant driver)
- parent views
- transitions (to the next stage of education, including higher education)
- teacher engagement, attitude, and professional learning
- prioritizing global citizenship and inclusion
- future-readiness and future-proofing
- learning resources and infrastructure

Implications

Toolkit needed to support school leaders with:

- >Selecting, adopting, planning, implementing and evaluating pedagogies
- >Assessing evidence to make related decisions
- >Navigating factors that lead to changes in practice (cultural, historical, curricular, contextual)
- >Navigating perspectives between stakeholders when they align and diverge within a school

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How to Scale with Government

A Toolkit for Education Organizations in the Global South

Global School Leaders

What we learned

Mindsets are the key!

Reading about the tactics is only one way to start - you need to apply, learn through practice, and iterate. So we include many examples of technical support providers who can train and coach you through the process.

We found that most organizations have not documented their methods and we realized that our research may be beneficial to other organizations considering a similar journey.

Background

Many of our partner organizations have expertise in technical solutions to training school leaders. They face challenges in working with governments to strengthen education systems. We built this toolkit to both bring together existing knowledge about influencing policy and provide a roadmap for others to use.

Study Objectives

Help organizations working with school leadership leverage their existing programs to inform government policy.

Methods

We studied 79 organizations from the Global South to see how they were building systems and processes that are influencing national or state-level policy at varying scales.

Results

Mindsets and specific strategies are both needed to successfully scale with a government. Navigating political contexts that are often shifting can be challenging, but it is possible with the right approach. The toolkit features 30 tools and 9 mindsets captured from the world's leading advocacy organizations on how to scale interventions and influence policy.

Implications

We hope that this toolkit can aid other organizations across sectors and regions to move their interventions to scale by working with governments.

Contact

This toolkit was developed by Kat Pattillo - Founder: EdWell

To learn more:
www.globalschoolleaders.org

CHEAT SHEET

9 MINDSETS

1. Believe it can be done.
2. It can take over ten years.
3. Find patient funders to journey with you.
4. Brace for a non-linear process.
5. Influencing policy is sales.
6. Stay humble, kind and ready to adapt.
7. When windows open, jump.
8. Even in difficult environments, you can create an opening.
9. Decide if it is the right step for you - it may NOT be.

30 TOOLS

BECOME A VALUABLE PARTNER

1. Demonstrate Proof Points
2. Produce Rare Data
3. Solve Costing
4. Write Sticky Messages

UNDERSTAND YOUR SYSTEM

5. Use Systems Mapping
6. Learn Rules of the Game
7. Hire Coaches
8. Apply Scenario Planning
9. Re-Frame Your Narrative
10. Find the Right Home
11. Embed Inside

MOBILIZE CHAMPIONS

12. Fan Allies
13. Influence the Influencers
14. Run Exposure Trips
15. Facilitate Experiential Moments
16. Leverage Co-Design
17. Accept Invitations

INCREASE INCENTIVES

18. Create Quick Wins
19. Transfer Credit
20. Build Public Policy Trackers
21. Start Advocacy Campaigns

LEVERAGE COLLECTIVE POWER

22. Convene Country Coalitions
23. Orchestrate Global Coalitions
24. Encourage Organic Collective Action
25. Shape Funder Priorities

ADAPT TO YOUR CONTEXT

26. Identify Local Levers
27. Work Multiple Layers Simultaneously
28. Pivot From Private to Public
29. Join Outcomes-Based Financing
30. Launch a New Unit in Government

HOW TO SCALE WITH GOVERNMENT

4



Predictors of Learning Tool: evidence-based and tailor-made approach in educational systems in scale

Instituto Gesto and Vetor Brasil (Motriz)

What we learned

Predictors of Learning are a set of evidence-based conditions that are necessary to improve education. We translate them into indicators and an index that guides the school districts action.

The indicators that have the strongest relationship with students learning are: the quality of educators professional development opportunities, alignment of educators development policies with other school district policies, and the practice of goal-oriented management in both the secretariat and schools

Students learn up 2x faster in grades 1-5, and 40% faster in grades 6-9

Brazilian students population is massive and they learn very poorly

Brazil has continental dimensions and more than 5k public school districts, which makes it challenging to think of a single policy that serves everyone. Considering public managers' challenges, we created a tool that helps them diagnose local policies and act according to their context.

Study Objectives

1. Evaluate the impact of our intervention on student's outcome
2. Understand which indicators have the biggest impact on student's outcome

Methods

1. Impact Evaluation - (Dose-Response and PSM + DD)
2. The predictors of learning predict learning? - LMM

Results

The Predictors of Learning Index (IDEF) has a positive and significant relationship with student outcomes. The higher this index, the greater the percentage of students with adequate learning. The indicators with the greatest impact on learning are:

1. Predictor/ 2. Dimension/ 3. Aspiration	Minimum*	Maximum*
IDEF	1,22	3,61
2. Quality of Educators Professional Development Opportunities (EPD)	2,29	4,99
3. Alignment of EPD with other school districts policies	1,6	4,96
2. Schools targets	1,79	2,7
1. Goal oriented management in school district	0,96	2,78
2. Students Assessment Implementation	0,79	2,23
1. Students Assessment	0,52	1,36

*Each 1 point on the Index Dimension increases x percentual points the number of students with adequate learning levels

Implications

Today we partner with more than 30 school districts and all of them use the Predictors of Learning Methodology.

Annually, the Predictors of Learning are collected and our action plan with them are based on this diagnosis.

This research influences our codification methodology and the digitalization of predictors of learning tool that will access hundreds of school districts.

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ICAN (International Common Assessment of numeracy) Sub-Saharan Africa (SSA) PAL Network

What we learned

Takeaway #1
Citizen-led Assessments can produce comparable data across different geographies, adhering to Data Quality Standards Framework

Takeaway #2
Policy makers are interested in comparable data

Takeaway #3
Many countries in SSA lack data to report towards achievement of SDG 4.1.1a

Background

For more than 15 years, PAL Network members have been conducting Citizen-Led Assessments (CLAs), engaging with their national governments, influencing policy and practice in their countries. However, lack of comparability was hampering conversations at regional and global level.

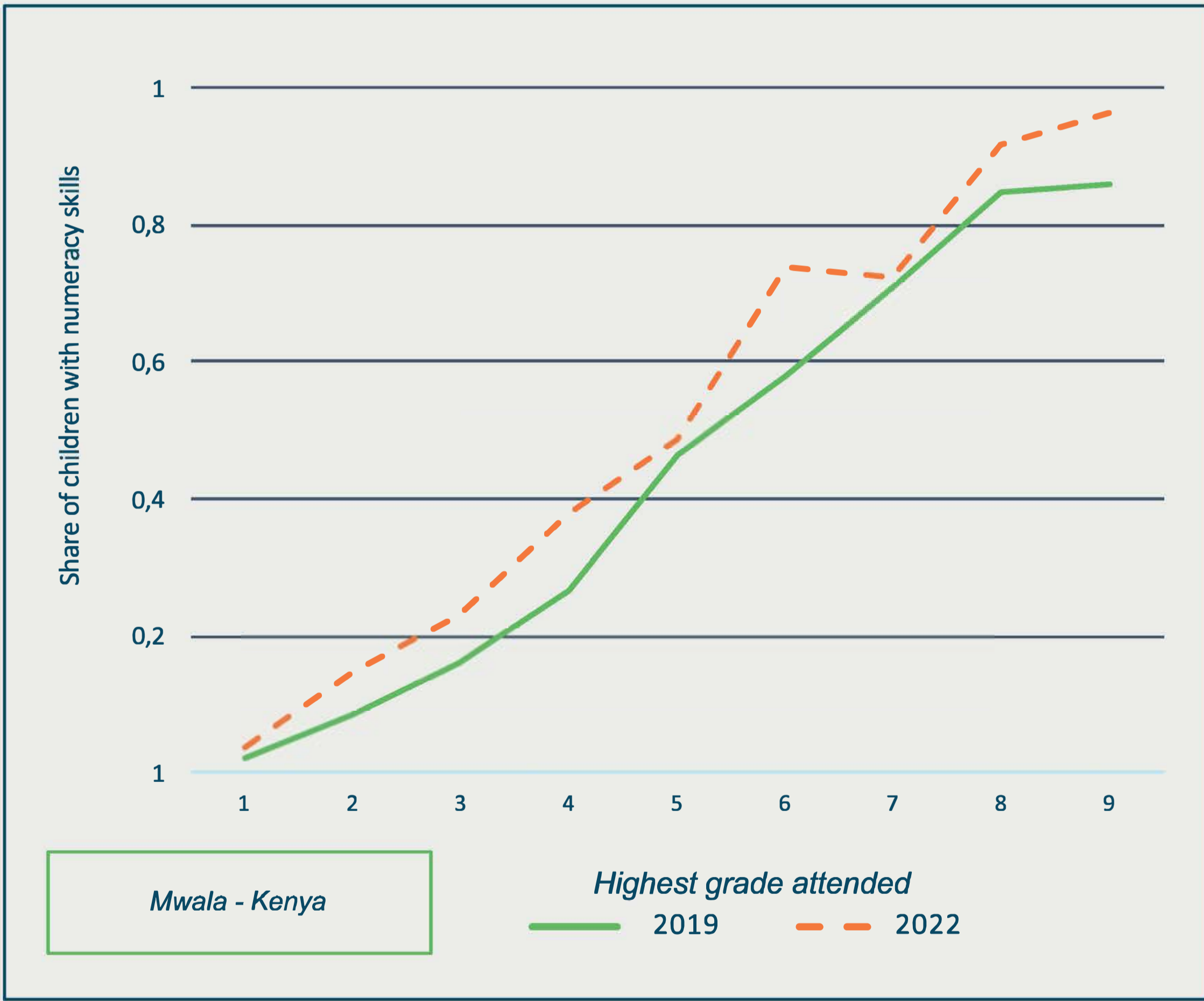
Study Objectives

1. Understand post-covid learning gains/losses
2. Generate comparable data across different countries using ICAN tool
3. Engage with regional organizations to prioritize FLN

Methods

- Household surveys done in 3 districts each in 3 countries
- 60 Enumeration Areas sampled per district, 20 households (HHs) assessed per EA
- All children 5-16 years assessed in the sampled HHs orally one-on-one, using ICAN tool

Results



Implications

Adjusting the narrative of learning loss. Learning levels were still low even before COVID. There is need to deal with systemic issues that are keeping learning levels too low in the global south.

1. There is no consistent evidence of learning loss.
 - While for some tasks in some countries, performance decreased. For other tasks, performance seems to have increased.
 - In Kenya, performance seems to have improved.
2. Is the “recovery” narrative useful for the Global South?

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Practices and Behaviours of Positive Deviant Schools in Ghana

Ghana MoE & UNICEF Innocenti

What we learned

Evidence co-creation with partners, stakeholders, and champions at the outset ensures uptake and impact.

There is power in existing administrative datasets that needs to be harnessed.

Positive deviant schools offer insights into how education can be improved through locally-found solutions.

Background

While administrative data in education (e.g., EMIS, learning assessments, and examinations data) are widely collected, they remain vastly underutilized to understand why certain exceptional schools are performing better than their peers even when they operate in similar context and with equivalent resources.

Study Objectives

1) analyze existing administrative datasets to explore the resources and contextual factors associated with school performance; 2) identify the behaviours and practices of positive deviant schools; and 3) investigate the levers and incentives for scaling up the behaviours and practices.

Methods



Results

Ghana

- Positive deviant schools tend to have **more active PTAs, and utilize multiple channels of communication with parents**, such as WhatsApp groups, phone calls and home visits. **Parents in positive deviant schools participate more in school events and are more engaged in their children’s learning.**
- Positive deviant schools benefit from **strong leadership from head teachers**. These head teachers had higher levels of education and more years of experience in the classroom.
- Teachers in positive deviant **schools receive greater support for lesson planning**. They receive greater direct support from head teachers, often **collaborate with other teachers on lesson plans**, and are more likely to be provided with **relevant resources for the lesson planning process**.
- Teachers in positive deviant schools are **encouraged to try new teaching methods in the classroom**, with many focusing classroom time on practice-based learning.
- Students in positive deviant schools are **more attentive and on task during class time and are less likely to be reported as absent or hungry**.

Implications

Partners have used DMS research and its approach to strengthen their data systems and data use. In Ghana, the MoE has incorporated DMS recommendations in the GPE Systems Capacity Grant (SCG) to create unique school codes, recognising that it can produce a longitudinal dataset to track progress and identify trends over time. UNICEF Ghana CO has also recently conducted a Training of Trainers of School Inspection Support Officers (SISOs) (middle-tier education stakeholders) where evidence from the DMS research stage 1 about SISOs’ presence and support was discussed.

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