

Global Partnership for Education Knowledge and Innovation Exchange

ANNUAL REPORT 2024-2025

Data for Decision-Making: Strengthening Education Systems Through Data

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

IDRC · CRDI
Canada

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About IDRC

Part of Canada's foreign affairs and development efforts, the International Development Research Centre (IDRC) invests in knowledge, innovation and solutions to improve lives and livelihoods in low- and middle-income countries.

About GPE

The Global Partnership for Education (GPE) is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries to dramatically increase the number of children who are in school and learning. It brings together developing countries, donors, international organizations, civil society, teacher organizations, the private sector and foundations.

About KIX

The Global Partnership for Education Knowledge and Innovation Exchange (KIX) connects expertise, innovation and knowledge to GPE partner countries that are building stronger education systems and progressing toward the Sustainable Development Goal of inclusive and equitable quality education for all (SDG4). KIX is a joint endeavour between GPE and IDRC.

Acknowledgements

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Cover photo: GPE/ Federico Scoppa

Contact

International Development Research Centre
PO Box 8500
Ottawa, ON
Canada K1G 3H9

Email: kix@idrc.ca

www.gpekix.org

ABBREVIATIONS AND GLOSSARY

ACER: Australian Council for Educational Research

AEP: Accelerated education program

AU: African Union

BELDS: Better Early Learning and Development at Scale

CESA: Continental Education Strategy for Africa

CLA: Citizen-led assessment

CSM: Country Support Mechanism

ECE: Early childhood education

EMIS: Education management information system

GEI: Gender equality, equity and inclusion

GPE: Global Partnership for Education

KIX: Knowledge and Innovation Exchange

KIX Africa 19: Regional Hub for GPE partner countries in East, West and Southern Africa

KIX Africa 21: Regional Hub for GPE partner countries in West and Central Africa and the Indian Ocean

KIX EMAP: Regional Hub for GPE partner countries in Eastern Europe, the Middle East and North Africa, Central Asia and Asia-Pacific (previously: KIX EAP)

KIX Hub: Regional Hubs are central to KIX's success, providing dynamic platforms where policymakers, researchers and practitioners from GPE partner countries can exchange evidence, innovations and policy insights.

KIX LAC: Regional Hub for GPE partner countries in Latin America and the Caribbean

MoET: Ministry of Education and Training

NCDC: National Curriculum Development Centre

OAM: Opportunity and Adaptive Management

Partnership compact: A road map to transformation articulating how a GPE partner country intends to work with others around a priority reform with the potential to catalyze system-wide change

RLP: Regional Learning Partner

SPP: Summer pre-primary program

STEM: Science, technology, engineering and math

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Photo: GPE/ Eduardo Soteras/ AP

EXECUTIVE SUMMARY

Throughout 2024–2025, Global Partnership for Education (GPE) partner countries continued to leverage the Knowledge and Innovation Exchange (KIX) to generate evidence, strengthen capacities and mobilize knowledge. An external evaluation in early 2025 concluded that KIX has made significant progress toward meeting its objective of partner countries having and using the evidence and innovations they need to improve equitable access to education, improve learning outcomes and strengthen gender equality.

In particular, the evaluation highlighted the effectiveness of KIX's unique dual structure — regionally anchored knowledge exchange Hubs and grounded, applied research projects that address priorities identified through the Hubs. GPE partner countries' engagement in the Hubs and the uptake of findings generated from KIX's first research portfolio (2020–2024) collectively advanced KIX's goal of promoting evidence-based decision-making in education systems.

This report focuses on progress and learning in 2024–2025. This year, evidence from the first research portfolio was distilled into synthesis products to make the overall conclusions accessible to and actionable for policymakers and practitioners. The Hubs and projects collectively helped dozens of countries use evidence for policy and practice, with the Hubs' flexible strategies playing a notable role in supporting particular policy moments in individual countries. A new portfolio of applied research projects was launched in 2024 to continue addressing the priorities identified by partner countries: early learning, education data systems and use, gender equity and inclusion (GEI), support for out-of-school children and youth and teacher professional development. The early stages of these projects have focused on stakeholder engagement to ensure the research is both relevant and useful.

We welcome you to read the many examples of how partner countries are making use of KIX, what we are learning and what is coming next in the GPE Knowledge and Innovation Exchange.

MESSAGE FROM THE KIX EXECUTIVE COMMITTEE

The sixth annual report of the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) reaffirms the program's effectiveness, efficiency and relevance in supporting GPE partner countries. As a joint endeavour with Canada's International Development Research Centre (IDRC), KIX has proven to be a vital mechanism within the global partnership for strengthening education systems by connecting research, evidence and innovation directly with policymakers and practitioners in GPE partner countries. Through its unique model of intercountry learning and evidence generation, KIX supports the scaling of practical, context-sensitive solutions that improve education access, equity and quality around the world.

Now six years into its implementation, KIX has made significant progress toward achieving its core objectives of knowledge generation, knowledge mobilization and capacity strengthening. The program's latest external evaluation, highlighted in this report, confirms that partner countries are using KIX to strengthen capacities, mobilize knowledge and improve their education policy and practice across diverse contexts. Between 80% and 95% of surveyed country representatives reported that their knowledge and skills had improved through their participation in Hub activities, and more than half said their participation had influenced policy design, education planning or the prioritization of key policy agendas.

This year's report places a spotlight on data systems and data use. Robust, integrated data systems are a key factor in GPE's processes. They are foundational to enabling education stakeholders to make informed decisions, allocate resources effectively and track progress toward the achievement of national and global education goals. By addressing critical gaps in education data systems and data use, KIX is helping to build more responsive and equitable education systems. This in turn directly supports KIX's objective of strengthening national capacities: when ministries of education and local actors have timely, disaggregated and actionable data, they are better equipped to tackle their most pressing challenges.

Looking ahead, KIX is well positioned to deepen its impact by continuing to invest in the generation and use of evidence that drives meaningful change in education systems. As GPE partner countries strive to build more resilient, inclusive and evidence-informed education systems, KIX will remain a valued mechanism of the partnership — amplifying local innovation, scaling proven solutions, strengthening capacities for evidence use and fostering collaboration across borders. We are confident that KIX will continue to help unlock the potential of millions of learners worldwide through its sustained commitment to generating and sharing learning.



Margarita Focas Licht,
Partnerships Manager, GPE



Naser Faruqui, Director of
Education and Science, IDRC



Photo: GPE/ Nainkwa (Trans.Lieu)

INTRODUCTION

This year's KIX annual report highlights significant progress in generating new knowledge and innovation, strengthening capacity and mobilizing evidence to improve education policy and practice in GPE partner countries. The four regional Hubs continued to play a pivotal role in facilitating intercountry learning, acting as knowledge brokers and responding to country-specific demands for evidence and capacity strengthening — particularly through the Country Support Mechanism (CSM). Much of KIX's ongoing success is rooted in GPE partner countries' active participation in Hub activities and use of KIX resources, as noted in KIX's most recent external evaluation.

A major milestone this year was the conclusion of the first portfolio of applied research projects (2020–2024), which generated practical evidence across more than 70 countries on five priority themes: early learning, education data systems and use, GEI, support for out-of-school children and youth and teacher professional development. The projects emphasized scaling innovation and embedded knowledge mobilization from start to finish, ensuring the findings were relevant and actionable, and produced practical tools, learning materials and context-specific resources to support evidence use. To further promote evidence uptake, KIX developed synthesis reports, policy briefs and infographics, tailored to policymakers and practitioners, on each theme.

KIX is continuing to support the creation of actionable evidence through 43 new applied research projects aligned with the five established themes along with six new regional Observatories that will generate and share evidence on resilience in education systems. (See the Annex, Projects launched in 2024–2025, for the list of new projects.)

This year's report looks at how partner countries are using KIX to strengthen education data systems and use. Strong data systems are essential tools for building effective, equitable and resilient education systems; they enable countries to monitor learning outcomes, identify areas of strength and disparities, allocate resources strategically and apply evidence-based solutions in response to emerging challenges.



Photo: GPE

PROGRESS 2024-2025

KIX continues to drive education advancement by

- generating knowledge through demand-driven research
- mobilizing knowledge to increase impact
- strengthening capacity to translate evidence into action

This section presents a selection of examples that showcase the variety of ways in which partner countries have used KIX to access and use evidence and innovations to strengthen their education systems.

Generating knowledge through demand-driven research

The most recent external evaluation of KIX confirmed that it has produced a substantial and growing body of knowledge on priority themes in more than 70 GPE countries — in 2024–2025 alone, it generated more than 100 new analyses and reports, far exceeding its targets.

The evidence is contextually relevant, with a strong focus on GEI, and most of it is generated primarily by organizations in the countries and regions in which it is implemented and used. This year's highlight was the production of synthesis reports and associated materials that distilled findings from the original portfolio of applied research and made the evidence more accessible and actionable for policymakers and practitioners alike.

In addition, the new portfolio of applied research projects launched this year (see the Annex, Projects launched in 2024–2025) is already generating valuable insights, setting the stage for continuing contributions to the knowledge base and the scaling of innovation in the years ahead.

RESEARCH OUTPUTS

	this year	since 2020
PRIMARY	103	473
SECONDARY	247	1096

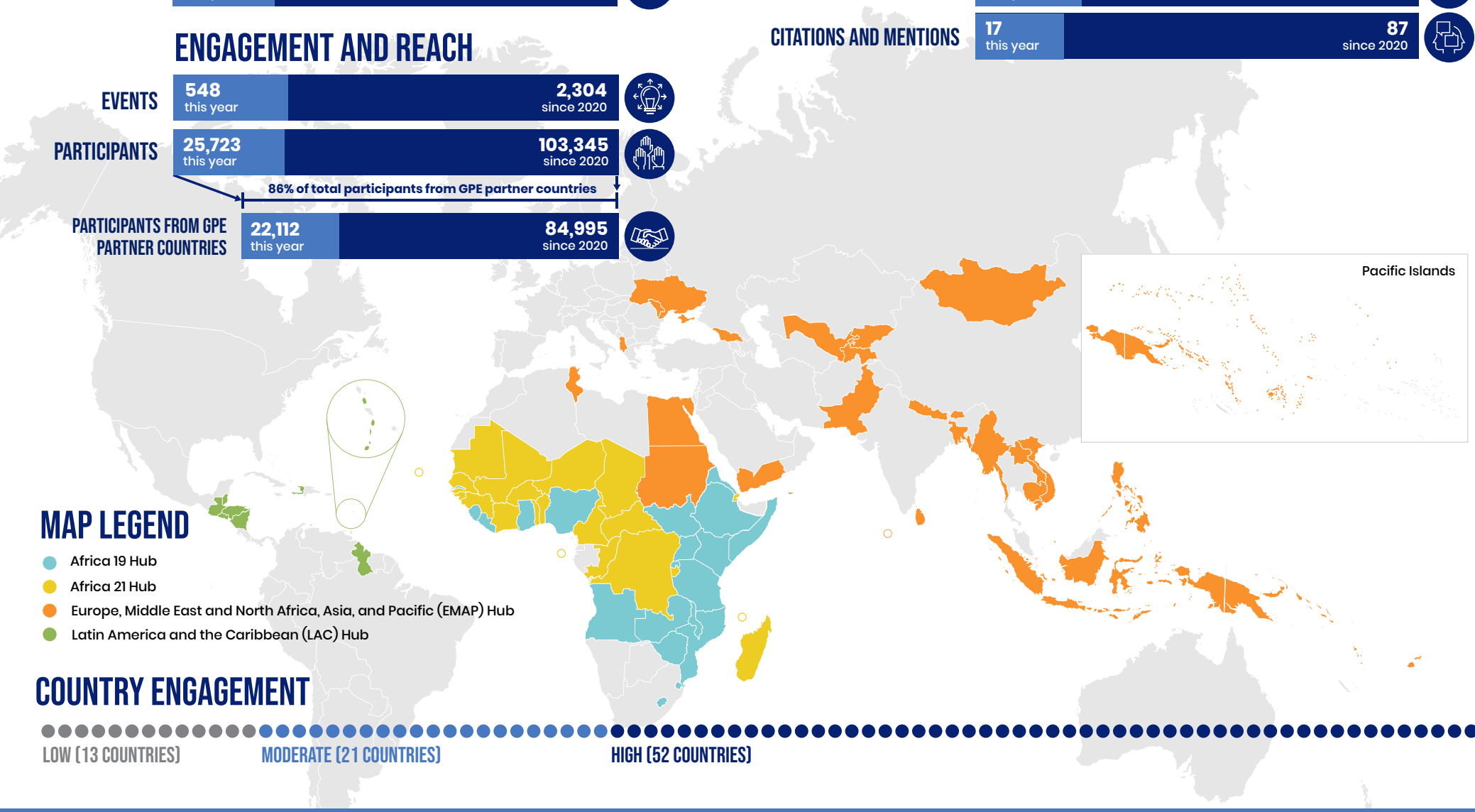
ENGAGEMENT AND REACH

	this year	since 2020
EVENTS	548	2,304
PARTICIPANTS	25,723	103,345
PARTICIPANTS FROM GPE PARTNER COUNTRIES	22,112	84,995

86% of total participants from GPE partner countries

UPTAKE OF EVIDENCE AND INNOVATION

	this year	since 2020
EXPRESSIONS OF INTEREST	18	132
USE OR INTENDED USE	27	113
CITATIONS AND MENTIONS	17	87



MAP LEGEND

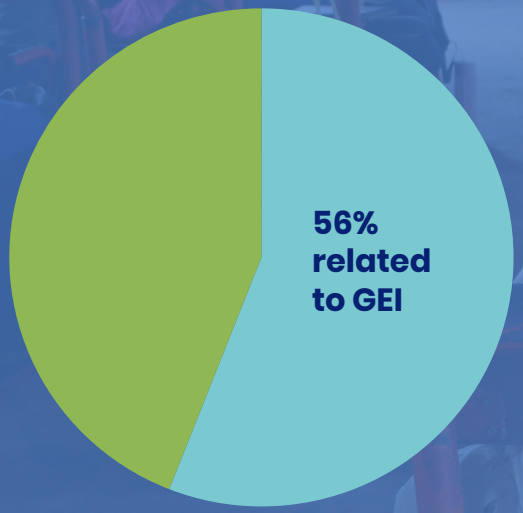
- Africa 19 Hub
- Africa 21 Hub
- Europe, Middle East and North Africa, Asia, and Pacific (EMAP) Hub
- Latin America and the Caribbean (LAC) Hub

COUNTRY ENGAGEMENT

LOW (13 COUNTRIES) MODERATE (21 COUNTRIES) HIGH (52 COUNTRIES)

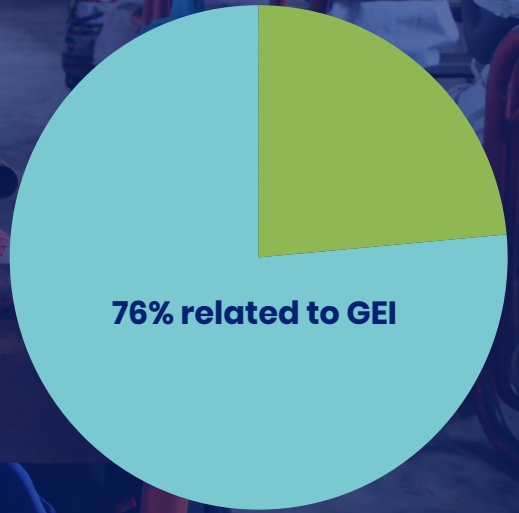
# of primary research outputs	11 hub	92 applied research	Total 103
# of secondary knowledge products	102 hub	145 applied research	Total 247
# of events	80 hub	468 applied research	Total 548
# of total participants	7,771 hub	17,952 applied research	Total 25,723
# of participants from GPE partner countries	5,597 hub	16,515 applied research	Total 22,112

Photo: Joana Rodrigues/ World Bank



193 TOTAL HUB OUTPUTS AND EVENTS

705 TOTAL APPLIED RESEARCH OUTPUTS AND EVENTS



SYNTHESIS REPORTS: TRANSFORMING EDUCATION THROUGH EVIDENCE

KIX published five comprehensive synthesis reports to consolidate evidence from 41 applied research projects conducted during 2020–2024. These reports address critical challenges in education systems across the Global South and offer valuable insights and practical recommendations:

Education Options for Out-of-School Children and Those at Risk of Dropping Out

- Synthesizes findings from four research projects across 15 countries.
- Features more than 30 effective accelerated education programs (AEPs).
- Provides strategies for scaling successful initiatives and ensuring inclusive education policies.

Teacher Professional Development

- Draws insights from 11 research projects across 41 countries.
- Emphasizes context-specific, innovative interventions that encourage active learning for teachers, continuous expert support, peer collaboration and technology use.
- Aims to inform education debates and increase visibility of Southern perspectives.

Early Learning

- Features insights from eight research projects across 19 countries, including five co-financed by the LEGO Foundation.
- Covers best practices in play-based learning, teacher training, GEI and community engagement.
- Identifies policy recommendations to increase access to inclusive quality early learning.

Gender Equality in and through Education

- Spans 20 countries and consolidates findings from six research projects.
- Investigates gender-responsive models to address gender inequalities in education.
- Provides practical guidance on promoting gender-inclusive learning environments.

Education Data Systems and Data Use

- Synthesizes findings from five projects across 44 countries.
- Examines how innovations for data systems can improve education system performance.
- Highlights strategies for strengthening data generation, analysis and application to enhance evidence-based policymaking.

Policy briefs, scaling briefs and infographics complement the synthesis reports to support the translation of research findings into practical educational improvements.



OOSCY

Education Options for Out-of-School Children and Those at Risk of Dropping Out



TPD

Teacher Professional Development



ECE

Early Learning



GEI

Gender Equality in and through Education



DATA

Education Data Systems and Data Use

Photos (L-R): GPE / Kelley Lynch; GPE/ Eduardo Soteras / AP; GPE/ Nainkwa (Trans.Lieu); GPE/ Roun Ry; GPE/ Translieu

Mobilizing knowledge for impact

Education decision-makers and practitioners used evidence generated through KIX on more than 60 occasions in the past year. The Hubs played a vital role in advancing cross-country learning and collaboration — they hosted 80 capacity-strengthening and knowledge mobilization events, produced more than 100 newsletters, policy briefs and other tools to inform regional educational needs and facilitated bilateral and multilateral exchanges and national dialogues that helped shape local education policy discussions. The applied research projects also played a key role by organizing 468 events — 79% of which focused on GEI — and producing more than 140 media articles, videos and blog posts to broaden the reach of the evidence they generated.

Evidence from applied research projects is supporting important improvements at national levels in many contexts, including the adaptation of successful innovations across different contexts. For example:

- **Sierra Leone** launched its National Guidelines for Accelerated Education, which were shaped by context-specific evidence on the effectiveness of AEPs generated by the Comparative Study of Accelerated Education Programs and Girls' Focused Education Models in Ghana, Nigeria, and Sierra Leone. This study enabled the government to design inclusive, data-driven pathways for out-of-school children to re-enter education or training. The Sierra Leone Ministry of Education is currently drawing on evidence and best practices shared by other West African countries to review its AEP with support from the project team.
- **Bhutan**'s Ministry of Education and Skills Development adopted a practice-based teacher professional development approach to science, technology, engineering and math (STEM) teaching, marking a shift toward more practical, classroom-focused training. The decision to make this shift was supported by evidence and collaboration facilitated through the Connected Learning for Teacher Capacity Building in STEM project.
- The Government of **Zimbabwe** integrated into its national education system key elements of a peer support model that helps adolescents complete secondary school and build life skills. This move was supported through evidence, sustained engagement with government and a multi-stakeholder Scaling Advisory Committee that was part of the Scaling a Youth-Led Social Support and Mentorship Program to Improve Quality of Education for Marginalized Girls in Tanzania, Zambia and Zimbabwe project. The participatory research also played a crucial role by facilitating evidence-based dialogue and fostering strategic partnerships, which helped build government confidence and advance inclusive education reform.
- The Ministry of Basic and Secondary Education in **The Gambia** has seen an important shift in data systems, with major stakeholders such as the World Bank and UNICEF now aligning their monitoring efforts with the national learner-centred education management information system (EMIS) instead of creating parallel systems. This change, whose roots lie in the Data Use Innovations for Education Management Information Systems in The Gambia, Uganda, and Togo project, has built trust in the EMIS's capacity to meet diverse data needs, reduced duplication and enhanced efficiency in tracking learner outcomes — especially for marginalized groups.

Strengthening capacity to translate evidence into action

The most recent external evaluation confirmed that the KIX Hubs' regionally tailored approaches have proven effective in building technical and policy-related capacities among ministry officials, educators and civil society actors. Across all four regions, 80%–95% of surveyed country representatives reported that their participation in Hub activities had improved their knowledge and skills.

- **Vietnam**'s Ministry of Education and Training initiated a national review of 21st-century skills, grounded in evidence and collaboration fostered through the EMAP Hub's Learning Cycle on the same subject, in partnership with the Australian Council for Educational Research (ACER). Government, civil society and research institutions came together for a four-week course and co-developed a strategic roadmap for curriculum reform. This roadmap directly informed the ministry's ongoing review process and the development of teacher guidelines, marking a significant step in translating research into policy and practice.
- **Nigeria**'s Federal Ministry of Education revised its national re-entry guidelines to support education for pregnant and married adolescent girls, incorporating recommendations from an Africa 19 Hub–facilitated national policy dialogue. Policymakers, gender experts and civil society actors who participated in the exercise identified critical gaps in the gender policy and called for stronger inclusion in national education frameworks.
- Following **Cambodia**'s participation in the EMAP Hub's Learning Cycle on secondary teacher workforce management, the Ministry of Education, Youth and Sport, with CSM support, initiated reforms in teacher deployment and retention that included establishing a new office for data-driven school and teacher planning, launching a review of retention strategies with symbolic recognition for contract teachers and drafting a sub-decree to formalize teacher demand forecasting and promotion criteria. KIX's support enabled capacity strengthening, the use of evidence-based approaches and interdepartmental collaboration, all of which laid the foundation for more equitable and efficient teacher workforce management.
- Inspired by the EMAP Hub's Learning Cycle on women's representation in school leadership, education stakeholders in **Bhutan, Pakistan** and **Bangladesh** integrated gender-responsive frameworks into their leadership training and professional development programs. The initiatives address systemic barriers to women's advancement in education leadership and vary across the three countries to reflect each one's specific context and needs. KIX's support was instrumental in facilitating institutional reforms, enabling the use of evidence-based practices and fostering more equitable and inclusive school environments across the region.



Photo: Joana Rodrigues/ World Bank

FEATURE THEME: STRENGTHENING EDUCATION SYSTEMS THROUGH DATA

Effective data systems and data use: A foundation of strong education systems

Strong data systems and capacities to use data effectively are fundamental for evidence-informed policy and planning and a key aspect of GPE's operating model. Data systems and data use are therefore a central focus of KIX applied research and intercountry learning through KIX regional Hubs. They are also the feature theme of this year's annual report.

Many countries have been improving their data systems in recent years, but challenges remain. Stakeholders in GPE partner countries in Africa and in Europe, Asia and the Pacific contributed to KIX scoping studies that identified areas of improvement, including collecting and using data — especially data to promote gender equality, equity and inclusion — and technical challenges related to outdated EMISs that cannot be integrated with other public data systems. Without good-quality, timely data, national ministries of education can struggle to respond strategically to challenges such as out-of-school children and youth, teacher shortages and disrupted access to learning. Local education officials and frontline educators generally have little, if any, access to timely, relevant data that could inform day-to-day planning and ultimately provide inclusive, equitable and quality learning for all. Efforts to address the problems are often hampered by technical and political challenges. However, progress is being made, and KIX is helping to drive and support it.

Intercountry learning on data systems and data use through KIX regional Hubs

Country representatives have expressed interest in learning more from each other's experiences of improving data systems and use. The KIX Hubs responded to this interest by offering webinars, in-person discussions and intercountry learning exchanges:

- In April 2024, representatives from 12 countries participated in a regional workshop on EMISs co-organized by the Africa 21 Hub, the African Union (AU) and Togo's Minister of Primary, Secondary and Technical Education and Handicrafts. Representatives discussed both challenges and good practices for EMISs and explored opportunities to improve strategies for collecting and using education data, all of which was later summarized in a call to action. In December 2024, representatives from Burkina Faso, Burundi, the Central African Republic, Guinea, Mali and the Republic of Congo met to share more about their experiences and expand the call to action to strengthen EMIS-related capacity, improve the monitoring of progress toward equitable, quality education for all (SDG 4) and the AU's Continental Education Strategy for Africa (CESA), and create a continent-wide EMIS community of practice.
- Representatives from 12 countries participated in the Africa 19 Hub's participant-led EMIS knowledge café, which built on an EMIS community of practice established in 2021. In May 2024, participants shared challenges and best practices relating to managing EMIS infrastructure, with the University of Oslo sharing best practices that emerged from its KIX-supported research. Lesotho and Somalia presented practical insights into managing hosting relationships and overcoming infrastructure limitations.
- Also in May 2024, at the KIX Maldives National Uptake Forum, nine national representatives presented research and policy recommendations on data systems and teaching quality — key priorities for the country. Drawing on KIX EMAP Learning Cycles, the CSM and a KIX-funded research project on teacher professional development, the forum showcased how locally generated evidence is shaping education planning and reform in the Maldives.
- In June 2024, officials from the Bahamas Ministry of Education welcomed representatives from the Ministries of Education of Guyana and Grenada during a technical learning visit organized by the LAC Hub. The two groups met to discuss the Bahamian hosts' implementation of a new EMIS and how the system is being used for report cards, examinations, planning and statistical analysis. The visit strengthened the ministerial teams' technical capacities and fostered further collaboration across the three countries.
- National EMIS experts and researchers at the Third KIX Continental Research Symposium in Addis Ababa in November 2024 demonstrated how working together can increase impact when they attended dynamic sessions about the Africa 19 and Africa 21 Hubs' expanded collaboration on data systems.

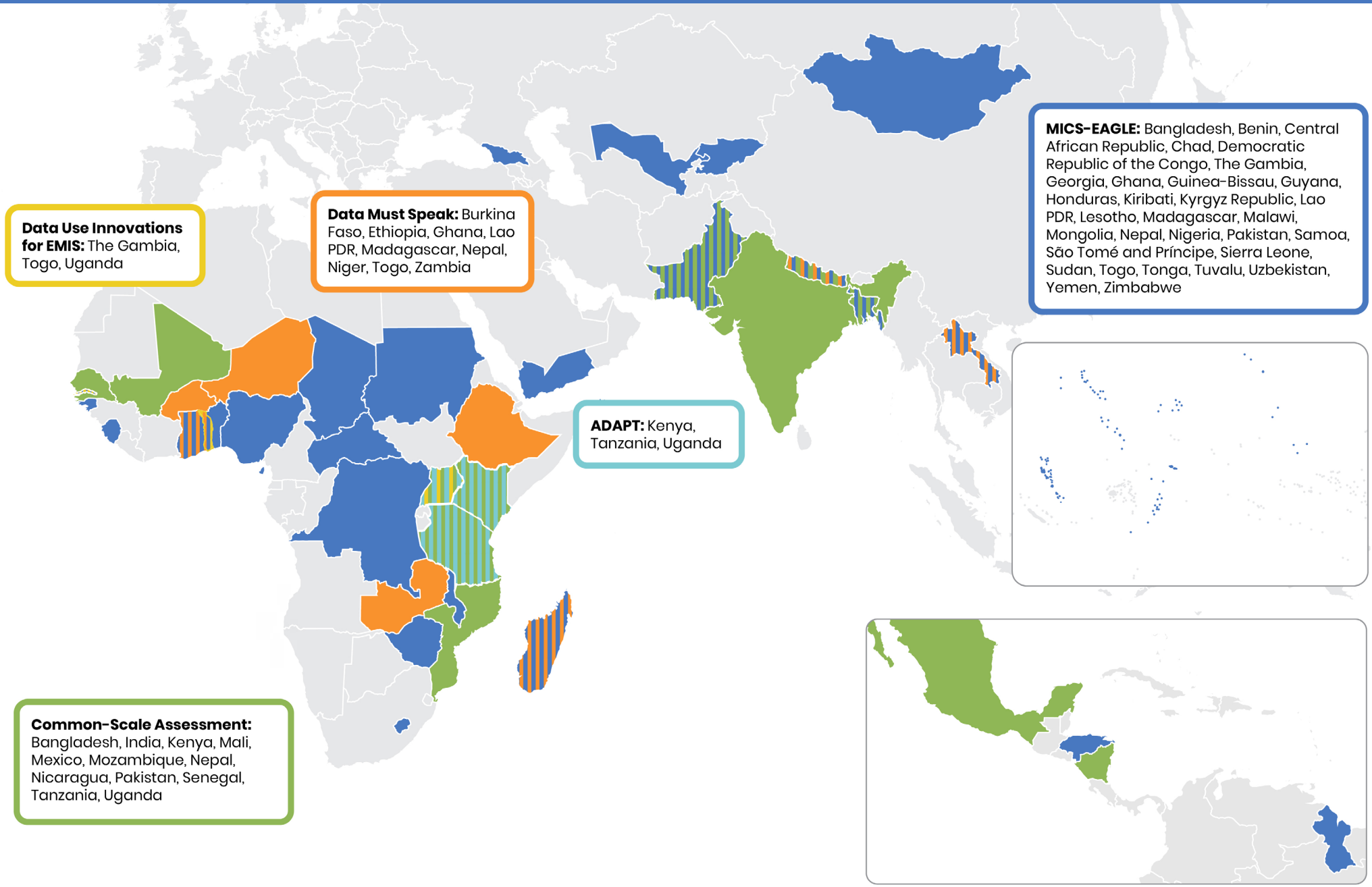
Main findings and recommendations from data-focused research projects

KIX-funded research develops and mobilizes evidence relevant to priorities identified through the regional Hubs and strengthens capacities to apply that evidence in practice. Between 2020 and 2024, KIX funded five projects that developed and mobilized context-specific evidence in 44 countries on how to improve data ecosystems and strengthen capacities in low-resource settings. Each project examined and assessed innovations designed to improve data generation, strengthen the use of data and leverage data for better decision-making and evidence-based policymaking to enhance GEI.

In addition, each project documented notable examples of countries using these innovations to, for example, inform curriculum reform, guide teacher training and improve planning and budgeting. In 2024, KIX synthesized the main findings across the projects into easy-to-digest products with actionable recommendations.



Photo: MoE El Salvador/ Eduardo Melgar


Data Use Innovations for EMIS: The Gambia, Togo, Uganda
Data Must Speak: Burkina Faso, Ethiopia, Ghana, Lao PDR, Madagascar, Nepal, Niger, Togo, Zambia
MICS-EAGLE: Bangladesh, Benin, Central African Republic, Chad, Democratic Republic of the Congo, The Gambia, Georgia, Ghana, Guinea-Bissau, Guyana, Honduras, Kiribati, Kyrgyz Republic, Lao PDR, Lesotho, Madagascar, Malawi, Mongolia, Nepal, Nigeria, Pakistan, Samoa, São Tomé and Príncipe, Sierra Leone, Sudan, Togo, Tonga, Tuvalu, Uzbekistan, Yemen, Zimbabwe
ADAPT: Kenya, Tanzania, Uganda
Common-Scale Assessment: Bangladesh, India, Kenya, Mali, Mexico, Mozambique, Nepal, Nicaragua, Pakistan, Senegal, Tanzania, Uganda

The main findings can be summarized as follows:

Dataset integration and use of multi-source data to inform policy, planning and decision-making: Many countries collect important and relevant education data through a variety of sources — for example, administrative data, learning assessments, household survey data — but they struggle to integrate it effectively and use it for decision-making and policymaking. KIX-funded projects worked with ministries to develop tools and processes to collate data and use it to identify schools that do better than schools in similar contexts and uncover the strategies behind their success. Two of the projects, the Common-Scale Assessment of Early and Foundational Math Learning Across the Global South and Adapting Assessment into Policy and Learning (ADAPT): Adolescent 21st Century Skills in Kenya, Uganda, and Tanzania, customized citizen-led assessments (CLAs) to collect simple, actionable data on children's foundational learning that enabled communities and governments to make informed decisions based on real-time learning data. Uptake of ADAPT's learning assessments reflected the project's ability to contribute to existing systems, especially when the research aligned with policy review cycles, as was the case in Zanzibar and Uganda. In Uganda, the ADAPT team partnered with the National Curriculum Development Centre (NCDC) and the Uganda Examination Board (UNEB) to support the Ministry of Education and Sports in its move to include the assessment of 21st-century skills in its new national curriculum.

Capacity strengthening to analyze, interpret and use data for decision-making: Each project included capacity-strengthening components to improve the use of data. Some general findings emerged across the projects: Approaches to capacity strengthening must be tailored to specific needs and contexts, expand stakeholders' technical knowledge and skills and, crucially, involve local decision-makers at every stage of an initiative, from start to finish. Moreover, capacity strengthening involves more than just equipping stakeholders with the relevant tools and technical skills — effective, sustainable improvements are contingent on strong institutional cultures that incentivize and support data-oriented strategies and approaches. Nepal integrated the action plan generated by the Data Must Speak About Positive Deviance Approaches to Learning project into its sectoral monitoring and evaluation and its EMIS working group. The country now has technical teams that are developing equity indices and improving data management. It also drew on findings from the project during a review of its national education plan and budget and is using qualitative analysis and behavioural science to try to identify and understand the characteristics of high-performing schools and the cause/effect relationship between them.

Use of data to promote gender equality, equity and inclusion: Adequately disaggregated data can inform and guide policies to help the most vulnerable children, including girls, children with disabilities and children in conflict-affected contexts. The projects found external data sources are invaluable for anyone seeking to understand the socio-economic factors that affect education outcomes with a view to using the data to inform future policy. Togo acted on the findings and outcomes of the Data Must Speak About Positive Deviance Approaches to Learning project by integrating GEI into its research tools, a move that helped it identify socio-economic disparities and challenges to girls' access to education. The country also abolished tuition fees for certain student demographics in response to findings from the Using Data for Improving Education Equity and Inclusion — MICS-EAGLE project, thereby helping to improve access to education. Its next steps include disseminating the various levers found to optimally scale positive deviance behaviours and practices throughout the country.

Sustainability and scaling of data systems and data use: Many EMISs are built on complicated, proprietary platforms that only experts can maintain. The KIX-supported projects investigated a range of options for scaling data system innovations so they can be used by stakeholders with limited resources and adapted to meet the needs of specific local contexts. They identified several keys to scaling data systems successfully and ensuring they meet specific groups' needs: Involve local stakeholders in every step of an initiative, from start to finish, ensure data systems and the associated tools can be easily adapted as required, facilitate stakeholder capacity strengthening and conduct extensive knowledge mobilization activities. The introduction of the DHIS2 platform in The Gambia, under the Data Use Innovations for Education Management Information Systems in The Gambia, Uganda, and Togo project, helped drive a complete shift from a static, descriptive system to a sector-wide, decentralized, dynamic system that can provide adequate, relevant information to support timely decision-making. The Ministry of Education developed a turnkey sector-wide EMIS solution that gives all stakeholders, including schools, access to near-real-time data on 350,000 digitally registered learners and individual teachers as well as school performance and inputs. The Gambia is leveraging the project results to bolster its EMIS through strategic partnerships with local universities. Moreover, Uganda transformed a school-based health surveillance system into a district-level DHIS2 platform that supports real-time data analysis and has improved service responsiveness and increased local empowerment.

A new set of projects will build on the momentum to support partner countries in continuing to strengthen their data systems and data use.

MAIN RECOMMENDATIONS FOR EFFECTIVE DATA SYSTEMS AND DATA USE

- Facilitate dataset integration and use of multi-source data to inform policy and planning.
- Strengthen capacity in data use and data systems across all levels to encourage uptake and increase the sustainability of an innovation.
- Focus on gender equality, equity and inclusion by ensuring that all data collected includes granular information about marginalized students and is disaggregated by gender, disability status, socio-economic status and geographic location.
- Adopt scalable, open-source data systems and involve ministries of education, and other relevant stakeholders, from the earliest stages of the systems' development to ensure they can meet local needs.



Photo: GPE/ Kelley Lynch

FOSTERING CONNECTIONS

Leveraging KIX in GPE's operating model

KIX is increasingly playing a pivotal role in processes linked with GPE financing by mobilizing evidence, innovation and learning to inform and strengthen national education systems in many countries. It is an ongoing priority to strengthen these links in alignment with GPE's country-level operational model.

Evidence in action: Integrating evidence into partnership compact development and education financing decisions

KIX-supported applied research is increasingly informing the development and implementation of partnership compacts by providing relevant evidence aligned with the compacts' priorities. Evidence is informing sector planning, policy dialogue and policy and program implementation to help countries tackle systemic education challenges through innovation and evidence-based strategies.

- **El Salvador**'s Ministry of Education consolidated the objectives and implementation plans for its Mi Nueva Escuela education reform; this process included a mid-term review of the country's partnership compact with GPE and the local education group. KIX support included technical assistance and strategic guidance from SUMMA, one of the organizations that facilitates the LAC Hub. Drawing on the flexibly designed CSM, SUMMA facilitated discussion spaces and regional learning exchanges, strengthening the ministry's capacity to implement evidence-based reforms.
- In **Lesotho**, the Better Early Learning and Development at Scale (BELDS) project played a pivotal role in making early childhood education (ECE) a higher national education priority. BELDS supported the development of a national advocacy strategy to increase ECE financing and successfully positioned ECE within the country's partnership compact. The project's expanded Accelerator Toolkit, which includes an ECE financing guide with a section on partnership compact development, informed investment decisions. Lesotho itself

ultimately secured a USD3 million commitment from the Roger Federer Foundation and a USD2.5 million GPE multiplier grant.

- In **Lao PDR**, the partnership compact prioritizes improving foundational learning for all children. The Adapting, Testing and Scaling a Proven Summer Pre-Primary Education Model in Cambodia, Lao PDR and Tanzania project contributed directly to this goal by generating evidence to scale a 10-week ECE summer pre-primary program (SPP) aimed at expanding pre-primary access in rural areas. The Ministry of Education and Sports adopted the program as a national strategy and included it in its 2021–2025 Education and Sports Sector Development Plan. A key strength of this SPP model is its strong gender equality focus: GEI considerations were embedded throughout the program, and GEI principles were integrated into teacher training and parental support. Recognizing the model's impact and inclusive approach, the local education group advocated for USD1.4 million from the GPE Systems Transformation Grant to scale up the model, which included materials, planning, monitoring tools and implementation guidelines.
- In **Sierra Leone**, evidence from the project A Comparative Study of Accelerated Education Programs and Girls' Focused Education Models in Ghana, Nigeria, and Sierra Leone contributed to the development of the National Guidelines for Accelerated Education. The research provided the Ministry of Education with data on out-of-school children and the positive impact of AEPs, especially their ability to support girls in transitioning into formal education. With USD22 million funding from the Qatar Foundation, Sierra Leone is now using evidence generated by the project to inform a comprehensive review of the country's AEPs with technical support from the research team and access to best practices shared by other West African countries.

Strengthening enabling factors: Data systems

KIX investments are enhancing national data systems, which GPE recognizes as a critical enabling factor for system transformation. It sees them as a foundational condition that supports effective education sector planning, policy and program implementation and monitoring. By supporting innovations in data collection, analysis and use, KIX helps countries build stronger foundations for evidence-based decision-making and accountability.

A compelling example of this comes from Eswatini, where the Ministry of Education and Training (MoET) has made significant strides toward data-driven, results-based planning with the support of the Empowering Districts and Schools with Data: A Digital Platform Approach to Co-Create and Scale Education Management Information Systems Innovations project:

- Since 2022, with support from KIX and national funding, the MoET has modernized its data management through DHIS2-EMIS, and subsequently resolved delays in data use. The initiative included distributing 700 tablets, training staff and introducing a data quality dashboard to the system. The dashboard allowed the MoET central level team to track both reporting rates and the quality of data being submitted. The MoET was then able to identify outliers among schools and conduct follow-up as required. School census reporting

rates have consistently exceeded 90% annually since the new system was introduced, and other education sub-sectors are now looking into adopting an EMIS.

- In 2024, the MoET drafted its first National General Education Progress Report using data from the DHIS2-EMIS platform. This report informed key decisions on dropout interventions, the 2025/26 education budget and a national teacher resizing initiative. Also in 2024, the MoET launched a PIN-based mobile application to track individual learners and staff in real time. After a successful pilot in nine schools, the system was expanded to 38 schools by December 2024 and another 400 by February 2025. A full national rollout is expected by the end of 2025. The system supports inclusive planning in critical areas such as ECE, special needs, HIV/AIDS and school nutrition.

Changing practices: Promoting uptake of knowledge for priority reforms

KIX supports the development and dissemination of practical tools, training materials and learning resources that address priority reforms identified by partner countries. These knowledge products are increasingly being adopted and scaled by ministries, teacher training institutions and local education authorities and contributing to more effective and sustainable education reforms.

- In Honduras, the Ministry of Education is adopting the peer tutoring methodology from the Adapting and Scaling Peer Tutoring for Teachers and School Leaders for Equitable Rural Education project. Training has begun for monitors from the General Directorate for Professional Development of Teachers, who will train public school teachers. Francisco Morazán Pedagogical University (UPNFM) is simultaneously piloting the methodology in its Special Education degree program. It is also evaluating and systematizing the training course and exploring its expansion across its academic programs.
- In Nigeria, evidence from the Connected Learning for Teacher Capacity Building in STEM project is being scaled to strengthen STEM teacher training. The Niger State Teacher Professional Development Institute has already trained approximately 400 master trainers with the aim of cascading the training to 1,000 teachers . Oyo State has approved the training and allocated funds to train selected teachers, and Ibrahim Badamasi Babangida University, Kaduna State University and Bayero University have all committed to integrating the approach into their pre-service teacher training programs. In Tanzania, the project contributed to the Iringa District Council's scaling the Connected Learning for STEM (CL4STEM) program to all 51 secondary schools in the district, following a successful pilot in nine schools. The pilot demonstrated significant improvements in inclusive teaching and technology use among 76 teachers. Launched in December 2024 in partnership with the Open University of Tanzania, the scale-up plan includes creating training zones, mobile teacher communities and peer-led learning structures.

Regional Hubs: Catalysts for learning and evidence use

KIX regional Hubs play a central role in facilitating the uptake of evidence into partnership compacts and other country-level processes. By convening diverse stakeholders, supporting peer learning and fostering collaboration, the Hubs help ensure that research findings are relevant, accessible and actionable.

National policy dialogues

- Through a process facilitated by the Africa 21 Hub, leaders from national directorates responsible for training and curricula in Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, the Democratic Republic of Congo, Guinea, Madagascar, Mali, Mauritania and Togo compared national experiences and co-constructed a common, adaptable framework for bilingual and multilingual education. This collaborative effort identified shared principles and created a tool that countries can tailor to their specific contexts.
- In Niger, a national policy dialogue led by the Africa 21 Hub identified the Community Alternative Education Centers for Adolescents and Youth (CCEAJ) as an effective model for reaching out-of-school youth. The Ministry of Education endorsed the initiative and, with support from UNICEF and Coopération suisse, secured funding to open 145 new CCEAJs nationwide.

Learning cycles

- In Sri Lanka, insights from the KIX EMAP Learning Cycle on secondary teacher workforce management (September–November 2024) helped the Ministry of Education identify a need to strengthen planning skills, such as calculating annual teacher requirements. With support from UNESCO-IIEP and GPE System Capacity Grant funding, the ministry developed a 100-hour training program for 125 education executives and school principals. The first phase trained 76 officers in March 2025; a second round of training was offered in May.
- In Indonesia, the grant agent for the GPE Multiplier grant found that participating in EMAP Hub's Learning Cycle on increasing women's participation in school leadership helpful as it worked with the Ministry of Education. The collaboration helped improve program-policy alignment with GPE efforts and provided early policy insights. It highlighted how KIX Learning Cycles foster trust and enhance GPE grant implementation.

Intercountry visits

- Malawi was able to increase the amount of accessible learning materials it could buy and the teacher training it could offer when the government significantly increased its education budget for learners with disabilities — from MWK675 million to MWK1.1 billion. The increase was influenced by lessons learned from an experiential visit to Kenya facilitated by the Africa 19 Hub in 2023 that inspired Malawi's Ministry of Education to adopt inclusive education financing models and best practices. More than 33,000 teachers were trained in inclusive education in 2024, marking a transformative step toward a more equitable and sustainable education system.

Connections between KIX Hubs and projects

KIX is strengthening connections between its regional Hubs and applied research projects by embedding early engagement and collaboration into its core approach, as recommended in its recent evaluation. In 2024–2025, all four Hubs actively facilitated early interactions to ensure the newly developing research is relevant and actionable. For example, Africa 19 convened meetings between projects on different themes and national KIX focal points . Between February and March 2025, the Africa 19 team held online meetings about the work of 29 research projects in GPE partner countries in the region. These meetings brought together KIX country focal points and research leads to find synergies between the knowledge being generated by the projects, the knowledge required by ministries of education and the knowledge-sharing spaces of the Africa 19 Hub. The Africa 21 Hub enabled early collaboration between stakeholders in Benin and Madagascar and researchers, thus fostering national ownership of a project on STEM and digital education for girls and women. The EMAP Hub introduced new projects through meetings with national coordinators, including a March 2025 session in which the Centre for the Study of Society presented its education resilience project to delegations from Eastern Europe, the Caucasus and Central Asia. In the LAC Hub, Fundación Educación y Cooperación in El Salvador engaged national institutions with webinars on ECE, and Education 2020 in Honduras shared findings at a Teacher Empowerment Network meeting, sparking dialogue with the Ministry of Education about integrating innovations into teacher training.



Photo: GPE/ Mbuto Machili



Photo: Anas Hassan Ahmed Ahmed Al Haj/ AP Images

WHAT WE ARE LEARNING

This year, IDRC and GPE commissioned an independent external evaluation of KIX to assess its effectiveness, efficiency, relevance and sustainability. The evaluation found that KIX has made meaningful progress toward achieving its goal of strengthening education systems in GPE partner countries. This section summarizes key insights from the evaluation that will contribute to the program's adaptive approach.

Overall effectiveness

KIX's dual structure — regional Hubs and applied research projects — has proven to be a distinctive and valuable design. The model has enabled a dynamic interplay between knowledge generation and mobilization that has contributed to the program's effectiveness in supporting evidence-informed education policy and practice. The evaluation found that KIX has exceeded several of its performance targets, particularly in knowledge generation and capacity strengthening. It has also fostered new relationships and strengthened existing ones among education stakeholders across countries.

The evaluation also noted that progress has varied across contexts because of differences in political environments, resource availability and institutional capacity. This underscores the importance of continuing to recognize and adapt to local needs and conditions.

Knowledge generation and mobilization

KIX has supported the production of high-quality, demand-driven and contextually relevant research, primarily led by Southern research organizations. Applied research has generated a rich body of evidence and innovative tools tailored to country-specific challenges in more than 70 countries. The regional Hubs have played a central role in mobilizing knowledge, including evidence generated from KIX-funded research, facilitating peer learning and supporting the use of evidence in policy and planning. The evaluation highlighted the need for more structured and sustained linkages between research projects and Hubs throughout the research lifecycle to reduce fragmentation and enhance the relevance and uptake of findings.

Capacity strengthening

Capacity strengthening is a core pillar of KIX. The program has supported education stakeholders — including policymakers, practitioners and researchers — through training, mentoring and collaborative learning. By the time of the evaluation, KIX had documented 138 instances of strengthened capacity, surpassing its original target by nearly one-third.

The evaluation found that the most effective capacity-strengthening efforts were those that combined formal training with participatory, applied learning approaches and were closely linked to policy processes. The regional Hubs' role in fostering cross-country networks was also seen as a key enabler of peer learning and collaboration. The evaluation recommended enhancing mechanisms for cross-Hub learning and exchange.

Evidence uptake and use in policy and practice

The evaluation found that KIX is contributing to the increased use of evidence in education policy and planning. Stakeholders' early and active involvement in research design has helped ensure that findings are relevant and actionable, and the Hubs have facilitated policy dialogue and peer learning, helping to bridge the gap between research and decision-making. More than half of the 210 country representatives surveyed attributed changes in policy design, planning or prioritization to their participation in KIX Hub activities, which indicates the program's growing influence on national education agendas.

The CSM, through which the Hubs provide tailored technical assistance, was identified as a promising approach to institutionalizing evidence use. The evaluation recommended expanding and formalizing it to further support country-level engagement and exploring ways to adapt it for fragile and conflict-affected contexts.

Gender equality, equity and inclusion

GEI is a cross-cutting priority for KIX. While gender parity among Hub participants remains an area of improvement, the evaluation found that KIX has exceeded its targets relating to the integration of gender and inclusion into capacity-strengthening activities and evidence generation. The evaluation recommended moving beyond broad inclusion efforts and adopting more nuanced, intersectional strategies that address the diverse needs of marginalized groups.

Looking ahead

The evaluation offered both short-term recommendations for KIX' current programming period as well as longer-term strategic recommendations for the future of KIX within GPE's 2030 strategy. Recommendations pointed to the need for strengthening links within the parts of KIX, institutionalizing the CSM, defining sustainability strategies, and further clarifying KIX' connections within the broader GPE architecture and support to country-level processes.



Photo: GPE/ Infinitee!

UPCOMING PRIORITIES

In the coming year, KIX will continue to take a responsive, adaptable approach to implementing its work. The regional Hubs will continue to facilitate intercountry learning, knowledge mobilization and country support. A more structured learning agenda across the Hubs will support their effectiveness and help them explore common issues and develop sustainability strategies. KIX will support the uptake of evidence and innovation in policy and practice from mature research and provide support for newer projects to ensure high standards of quality, relevance and positioning for use. Intersectional GEI approaches will remain a priority throughout all project lifecycles.

In line with the evaluation's recommendations, KIX will strengthen structured coordination between components and GPE mechanisms.

Deepen relationships between applied research and the Hubs

To strengthen relevance and utility — and ultimately impact and sustainability — KIX is facilitating collaboration between the Hubs and the new applied research from projects' inception phases. The new projects are engaging early with relevant stakeholders to build enduring networks and relationships, integrating capacity strengthening into national systems and improving the ability to link evidence with both sub-sector and central policy dialogue. Moving forward, KIX will place even greater emphasis on these early and continuing connections by supporting structured ongoing coordination with the regional learning partners (RLPs) who facilitate the Hubs and national KIX delegations. In countries where there are multiple KIX-funded research projects, KIX will help projects connect with each another to share resources and coordinate knowledge mobilization.

Enhancing the Country Support Mechanism

The CSM was introduced in 2023 after some GPE partner countries expressed a need for tailored evidence or capacity strengthening to respond to specific challenges. As the evaluation noted, some countries seeking to develop their partnership compacts and implement compact

priorities have found the CSM extremely valuable. Ministries of education submit requests for help with specific issues — for example, implementing research that can assist with national policy challenges, or addressing technical challenges associated with evidence-informed policy development. KIX will further enhance the CSM by strengthening its alignment with other processes supported by GPE and explore its applicability in fragile or conflict-affected contexts.

Overall, there will be increasing efforts to support direct links between KIX and other GPE mechanisms and grants, supported with input from the GPE secretariat, national stakeholders and the organizations involved in KIX.



Photo: GPE/ Sebastian Rich



Photo: GPE/ Nkurunziza (Trans.Lieu)

KEY MOMENTS 2024-2025

APR 2024

19 applied research projects start to strengthen education data systems and data use and strengthen gender equality, equity and inclusion in schools

MAY 2024

More than 100 education stakeholders, including ministry officials, engage with policy-oriented evidence at National Uptake forums in the Maldives and Bangladesh

JUN 2024

The Ministries of Education from The Bahamas, Guyana and Grenada participate in a learning exchange visit, facilitated by the LAC Hub, to exchange knowledge about and experiences with the implementation of an EMIS

AUG 2024

17 applied research projects start to strengthen inclusive early learning and school readiness and strengthen teacher professional development, agency and well-being

Ministries of education from Kenya and Lesotho participate in a learning visit facilitated by the Africa 19 Hub and develop a joint workplan on inclusive education

OCT 2024

Stakeholders from 25 GPE partner countries explore digital and AI competencies through a seminar co-hosted by the Africa 21 Hub and UNESCO

NOV 2024

6 regional Observatories on Education System Resilience are launched

Education leaders, policymakers and researchers from across Africa highlight innovation and evidence-based policymaking at the 3rd KIX Continental Symposium on Research in Education in Africa

Representatives from KIX LAC member countries celebrate the past year's progress and discuss the Hub's upcoming priorities at the 4th KIX LAC Annual Meeting

DEC 2024

The 5th KIX Global Symposium tackles issues relating to promoting a culture of evidence use in education policymaking

5 synthesis reports on consolidating and turning evidence into policy and practice are launched

Research on Scaling Impact of Innovations in Education (ROSIE) invites all new KIX grantees to a conference in Nairobi and launches a global scaling learning community

Representatives from KIX Africa 21 countries meet to share knowledge about priority EMIS needs and strengthen education sector planning and policy implementation in GPE partner countries

JAN 2025

7 new applied research projects start to support education in emergencies and in fragile, conflict-affected and violence-affected contexts

FEB 2025

Chile and Honduras participate in a technical learning visit organized by the LAC Hub to advance curriculum, evaluation and educational research

FINANCIAL SUMMARY

Most KIX funds were dedicated to the four regional Hubs (through the learning exchange mechanism) and applied research (through the funding mechanism). Expenses for the regional Hubs, and costed extensions (global grants, regional grants, early learning grants and research on scaling), were on track against budgeted amounts, with slight variance because of grant payments approved ahead of schedule, projects closing with savings or exchange rate fluctuations.

The lower expenditures to projects funded through the research calls of 2023/24 offset the over-expenditure reported last year, when initial grant payments were issued earlier than planned. This year's grant payments were guided by financial analyses and, combined with exchange rate fluctuations, resulted in reduced expenditures.

Payment projections for the 2024/25 research calls, the call on Education in Emergencies and the Observatory on Education System Resilience were based on an average project size and institutional risk rating prior to grantee selection; actual payments were made based on the types of grants, budgets and institutional risk assessments once grants were awarded.

Program activities include functions such as monitoring, evaluation and learning and communications and engagement. The Opportunity and Adaptive Management (OAM) funded small Furthering Impact grants for former KIX grantees to respond to demand-driven windows of opportunity to use the findings of KIX-funded research. The Learning Exchange Platform budget pays for the KIX website, which underwent technical upgrades this year. Direct costs relate to program staff, travel and office costs.

USD	BUDGET	ACTUALS	VARIANCE
PROGRAM ACTIVITIES			
1. Learning exchange mechanism			
Regional learning partner	3,758,230	3,463,155	295,075
2. Funding mechanism			
Global grants	1,002,862	1,309,329	(306,467)
Regional grants	1,556,246	1,467,123	89,123
Early learning grants	236,281	214,807	21,474
Research on scaling	930,233	818,098	112,135
Research calls of 2023/24	7,732,558	3,406,592	4,325,966
Research calls of 2024/25	4,767,442	7,123,495	(2,356,053)
Call on education in emergencies and fragile, conflict, and violence-affected settings	2,871,824	1,668,903	1,202,921
Call on Regional Observatories on Education System Resilience	930,232	687,939	242,293
Country support	547,324	591,142	(43,818)
3. Supporting activities			
Program activities*	640,456	602,961	37,495
OAM fund**	310,078	623,064	(312,986)
Learning Exchange Platform	116,279	181,811	(65,532)
4. EXTERNAL AUDIT	27,132	26,660	472
PROGRAM MANAGEMENT			
5. Direct costs	3,029,306	2,832,146	197,160
6. Indirect costs (7%)	1,991,954	1,751,205	240,749
TOTAL EXPENDITURE	**30,448,437**	**26,768,430**	**3,680,007**

* Includes monitoring, learning and evaluation, communications and engagement.

**OAM fund: Opportunity and Adaptive Management support fund.

PROJECTS LAUNCHED IN 2024-2025

Nine applied research projects to strengthen education data systems and data use

1. Accountability For Gender Equality In Education (AGEE): Bridging The Local, National and Global
2. Connecting Multiple Indicator Cluster Survey and Education Management Information System Datasets to Advance Gender Equality, Equity, and Inclusion
3. Data Must Speak to Strengthen Education Capacity and Advance Local Evidence Use (DMS SCALE)
4. Empowering Districts and Schools with Data: A Digital Platform Approach to Co-Create and Scale Education Management Information Systems Innovations
5. Enhancing Data Utilization and Decision-Making in Bhutan's Education System: Motherboard Integrated Education Management Information System (MIEMIS)
6. From Data to Action: Enhancing Education Policy and Practice through the Use of Innovative National Data Systems in Rwanda
7. Scaling Enhanced Use of Education Data at Sub-National Level in Support of Greater Equity and Inclusion in Tanzanian schools
8. Scaling Up Sub-National Education Data Value Chains in Sub-Saharan Africa
9. Unlocking Data: Scaling Up Uses And Users of Data in Education Systems

Ten projects to strengthen gender equality, equity and inclusion at school

1. Capacity Building for Gender Equity and Inclusion in Caribbean Schools
2. Empowering Schools as Frontliners: Enhancing the Implementation of Violence Prevention and Management Policy in Indonesian Schools
3. Lifting Barriers: Educated Boys for Gender Equality
4. Promoting Behaviour Change Programs to Address Socio-Emotional, Mental and Physical Challenges in Schools
5. Promoting Gender Equality and Social Inclusion in Schools Building on What Children Value and Aspire to Do and Be
6. Scaling-Up Innovative Gender, Inclusion and Safeguarding Approaches in Education: Evidence from Malawi, Uganda and Ethiopia
7. Science, Technology, Engineering, Math and Digital Education for Girls and Women: Unleashing Potential to Open Fields of Possibility
8. 'Tuseme' Innovation Strategies for Achieving Gender Equality and Social Inclusion in Refugee and Internally Displaced Communities
9. Using Youth-Driven Solutions and Digital Technology to Make Schools Safer and More Inclusive for Pregnant, Parenting and Gender Non-Conforming Youth
10. Women in Learning Leadership: Advancing Gender-Responsive Education Using Evidence

Eight applied research projects to strengthen teacher professional development, agency and well-being

1. Strengthening Teacher Professional Development for Multilingual Foundational Learning at Scale
2. Pre-Service Teacher Training: Defining the Impact of Inclusive Approaches to Enhance Teaching Quality
3. Mathematics Instructional Practice Improvement Project Kenya
4. Delivering Responsive and Inclusive Initial Teacher Education through Design Thinking
5. Scaling Refugee Teacher Inclusion Models for Enhanced Agency and Well-Being
6. Strengthening Teacher Professional Development and Mentorship in Tanzania, Kenya and South Sudan
7. Optimizing Teacher Professional Development At Scale: Design-Based Implementation Research for Enhanced Impact and Sustainability
8. Empowering Early Childhood Teachers to Foster High Quality Learning Using a Scalable Technology-Driven Professional Development Initiative

Nine new applied research projects to strengthen inclusive early learning and school readiness

1. Adapting and Scaling Early Learning Outcomes Assessments in the West and Central African Region
2. Better Inclusive Early Learning and Development at Scale (BIELDS)
3. Bridging Gaps and Scaling Up a School Readiness Program in Bangladesh, Nepal and Tanzania
4. Scaling a Learning through Play Model for Early Childhood Education in El Salvador
5. Scaling Impact of a Play-Based, Child to Child Approach to Make Pre-School to Primary School Transition Fun and Inclusive
6. Scaling Inclusive Home-Based Early Learning Initiative (SIHELI)
7. Gender Inclusive Pedagogy for Community-Level Early Childhood Education in Guatemala and Honduras
8. Scaling Inclusive ECCE and School Readiness through Sign Language Rich Environments for Deaf Learners
9. The Impact of Culturally Responsive Teaching Practices on Social and Emotional Development in Diverse Early Childhood Classrooms in Ghana

Seven applied research projects to support education in emergencies and fragile, conflict and violence-affected contexts

1. Advancing Children's Continued Education through Sustainable Scaling (ACCESS)
2. Advancing Educational Solutions: Research for Scaling Education Innovations in Emergencies and Fragile, Conflict and Violence-Affected Areas of Burkina Faso, Ghana and Nigeria
3. Building Resilience through Inclusive Development and Gender-Responsive Life Skills Education for Internally Displaced Adolescents in Nigeria (BRIDGE-IDAs)
4. Gender-Responsive and Inclusive Education in South Sudan: A Research Project on Teacher Coaching, Mentoring, and Networking (TCMN)
5. Scaling the Impact of a Pre-Service Teacher Training Module for Teachers in Violent Conflict
6. Scaling Up the Adoption Process of the Speed School/APL in Ethiopia's Conflict-Affected Areas
7. Flexible educational trajectories for vulnerable adolescents and youth in Guatemala



Photo: GPE/ Luis Tato

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

IDRC · CRDI
Canada

Contact
kix@idrc.ca

For more information
www.gpekix.org