



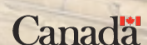
THE GLOBAL PARTNERSHIP FOR EDUCATION
KNOWLEDGE AND INNOVATION EXCHANGE (KIX)

GLOBAL PROJECTS PORTFOLIO



IDRC | CRDI

International Development Research Centre
Centre de recherches pour le développement international



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ADAPTING AND SCALING TEACHER PROFESSIONAL DEVELOPMENT APPROACHES IN GHANA, HONDURAS AND UZBEKISTAN

Led by the Foundation for Information Technology Education and Development (FIT-ED) **with** SUMMA and Worldreader

Photo: GPE/Paul Martinez

Strengthening systems of teacher professional development (TPD) and delivering them at scale while addressing issues of quality, equity, and efficiency, are fundamental to improving education system performance as a whole. In order to improve teaching quality, this project will address aspects of pedagogical content knowledge, quality of pre- and in-service training, and appropriate support from education leaders. The field work will be executed in diverse contexts within Ghana, Honduras, and Uzbekistan, three countries in the midst of education reforms.

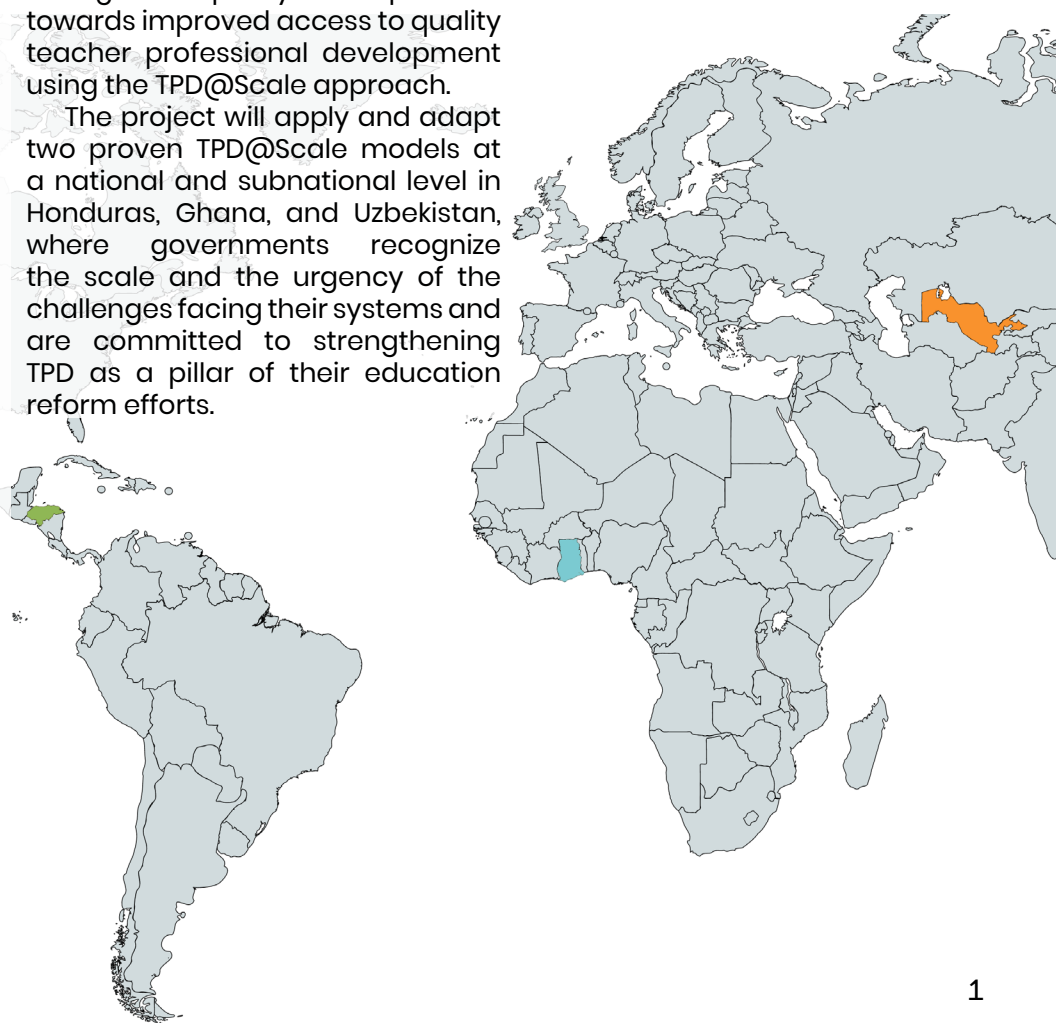
The TPD@Scale project will apply information and communication technologies (ICTs) – blending online, offline, digital, and traditional teacher training modalities – to enable more equitable access to and participation in quality teacher learning experiences not otherwise possible through conventional means. The project's main objectives are to develop a framework and guidelines for adapting, implementing, evaluating, and continuously improving upon proven TPD@Scale models; to build the capacity of ministries of education and relevant education stakeholders at all levels to design,

develop, implement, evaluate, and continuously improve TPD@Scale; and to promote evidence-informed changes in policy and practice towards improved access to quality teacher professional development using the TPD@Scale approach.

The project will apply and adapt two proven TPD@Scale models at a national and subnational level in Honduras, Ghana, and Uzbekistan, where governments recognize the scale and the urgency of the challenges facing their systems and are committed to strengthening TPD as a pillar of their education reform efforts.

COUNTRIES

Ghana, Honduras, Uzbekistan



CONNECTED LEARNING FOR TEACHER CAPACITY BUILDING IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

*This project is subject to finalizing the grant agreement and adjusting plans in light of COVID-19

Participating organizations: Samtse College of Education @ Royal University Bhutan, Ibrahim Badamasi Babangida University, Open University of Tanzania, and UNESCO Cluster Office for Bangladesh, Bhutan, India, Maldives, Nepal & Sri Lanka *lead organization to be determined

Photo: GPE/Kelley Lynch

This project seeks to address the global under supply of Science, Technology, Engineering and Mathematics (STEM) teachers and inequitable distribution of teacher qualification across socio economic status at the classroom and school levels. It aims to positively influence the policy, practice, and research in teacher education through cross-country learning. The project will specifically pilot and research a scalable innovation called Connected Learning Initiative (CLIX), developed by the Tata Institute of Social Sciences, which comprises the use of interactive STEM Open Education Resources (OERs), a teacher-subject community of practice (CoP) on mobile devices, tech design for under-resourced contexts, and a participatory and localised ecosystem approach to adoption and scaling.

The overall objective of the project is to develop subject and pedagogical competence in prospective teachers enrolled in Initial Teacher Education (ITE) and Newly Qualified Teachers (NQT) using OERs and through building communities of practice.

COUNTRIES

Bhutan, Nigeria, Tanzania



TEACHING AT THE RIGHT LEVEL: LEARNING HOW TO IMPROVE TEACHER SUPPORT THROUGH MENTORING AND MONITORING

Led by Massachusetts Institute of Technology (MIT) **with** the Abdul Latif Jameel Poverty Action Lab (J-PAL)

Photo: GPE/Carine Durand

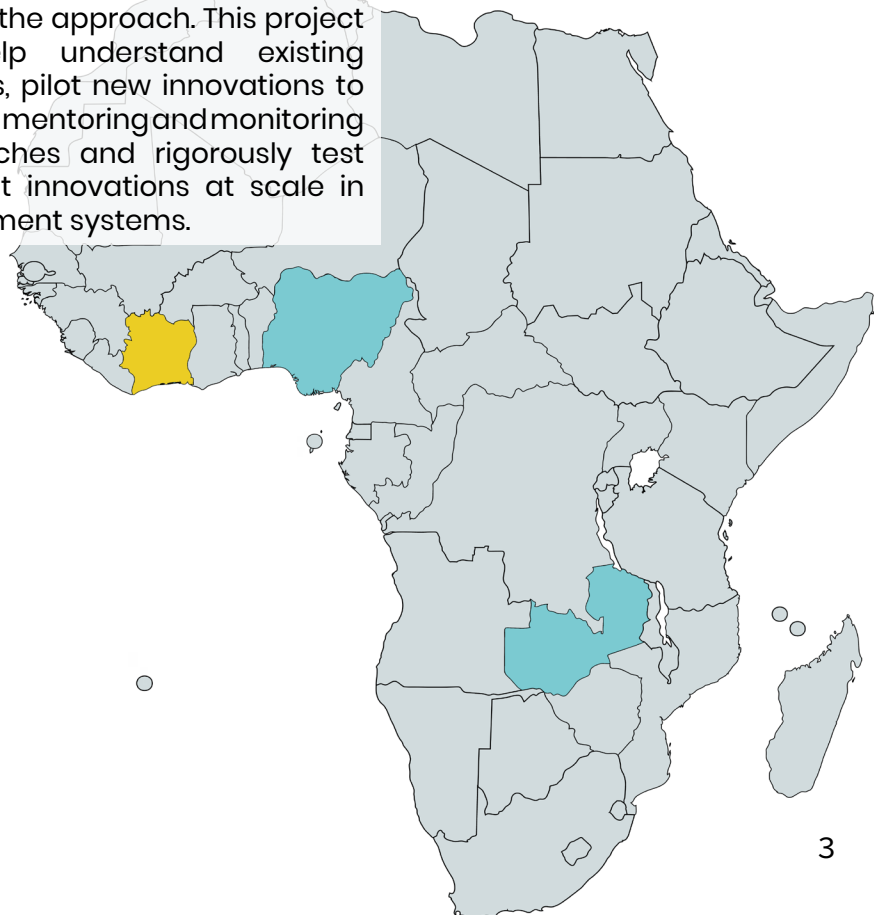
Despite being the primary point of contact for learners around the world, many teachers lack the skills, tools, and support they need to effectively teach children. Traditional “chalk and talk” pedagogies do not allow for tailoring to children’s learning needs, which is critical for learning. Further, even if teachers want to tailor instruction to students’ learning levels, they are constrained by unrealistic curricula. As a result, millions of students in school lack basic reading and math skills, with poor children learning least.

Teaching at the Right Level (TaRL) is an evidence-based initiative enhances the quality of primary education by improving teacher capacity to improve children’s foundational skills and by supporting teachers through mentoring and monitoring to ensure their success in the classroom. Six randomized evaluations in India show that TaRL has led to some of the largest learning gains rigorously measured in the education literature. TaRL has invested significantly in governments

implementing the innovation in Zambia, Cote d’Ivoire, and Nigeria. However, TaRL is not yet sustainable at scale in Africa due to critical teacher support pieces. This project is a critical window for research that is directly relevant and useful to countries that are scaling the approach. This project will help understand existing systems, pilot new innovations to the TaRL mentoring and monitoring approaches and rigorously test the best innovations at scale in government systems.

COUNTRIES

Nigeria, Zambia, Cote d’Ivoire



BRIDGES TO IMPACT THROUGH INNOVATIVE EDUCATION TECHNOLOGY: FORGING LINKS BETWEEN POLICY, RESEARCH AND PRACTICE

Led by Stichting War Child (War Child Holland)

Photo: Educate a Child

This project responds to the urgent need for equitable learning access and outcomes for children in conflict-affected countries. The project will implement a proven education technology called “Can’t Wait to Learn” (CWTL). This custom-made gaming technology is designed to tackle learning quality, reach, equity, and challenges faced by refugees and displaced children.

CWTL is a curriculum-based and contextually customized solution for numeracy and reading in Arabic and English that promotes active learning and adapts to different learning levels and speeds. Rooted in research based on best practices in education technology in emergencies, CWTL is being implemented in Lebanon, Jordan, Uganda, Sudan, and eastern Chad.

The general objective of this project is to determine how education technology innovations can be adapted and scaled to improve education access and quality for refugee and displaced children in Chad, Sudan, and Uganda.

COUNTRIES

Chad, Uganda, Sudan



IMPROVING LITERACY OF CHILDREN THROUGH SUPPORT FROM COMMUNITY NETWORKS

Led by World Vision Canada **with** the Ontario Institute for Studies in Education (OISE) @ University of Toronto, the School of Education and Leadership @ University of Ghana, and the Foro Social de la Deuda Externa y Desarrollo de Honduras (FOSDEH)

Photo: GPE/Paul Martinez

This project will help improve literacy instruction and reading supports in primary schools in Ghana, Honduras and Nicaragua by adapting and scaling the Unlock Literacy Learning Network approach, which has been successfully piloted in over 30 countries. The approach addresses the ways children in grades 1-3 learn to read, and how teachers and parents can help. It also helps communities build a culture of reading in school, at home and in the community. The model incorporates Reading Assessments, Teacher Training, Community Action and Teaching and Learning Materials.

Through Collaborative Action Research, the consortium will work with teachers, reading camp facilitators, school administrators, Ministry of Education personnel, community members and parents to adapt the approach to ensure it is culturally appropriate, translated appropriately, and responds to gender equality and inclusion priorities in the new settings.

COUNTRIES

Ghana, Honduras, Nicaragua





USING TECHNOLOGY TO IMPROVE LITERACY IN THE GLOBAL SOUTH

Led by the Centre for the Study of Learning & Performance @ Concordia University **with** Aga Khan Academies Unit of the Aga Khan Development Network (AKDN), World Vision Canada, and Wilfrid Laurier University

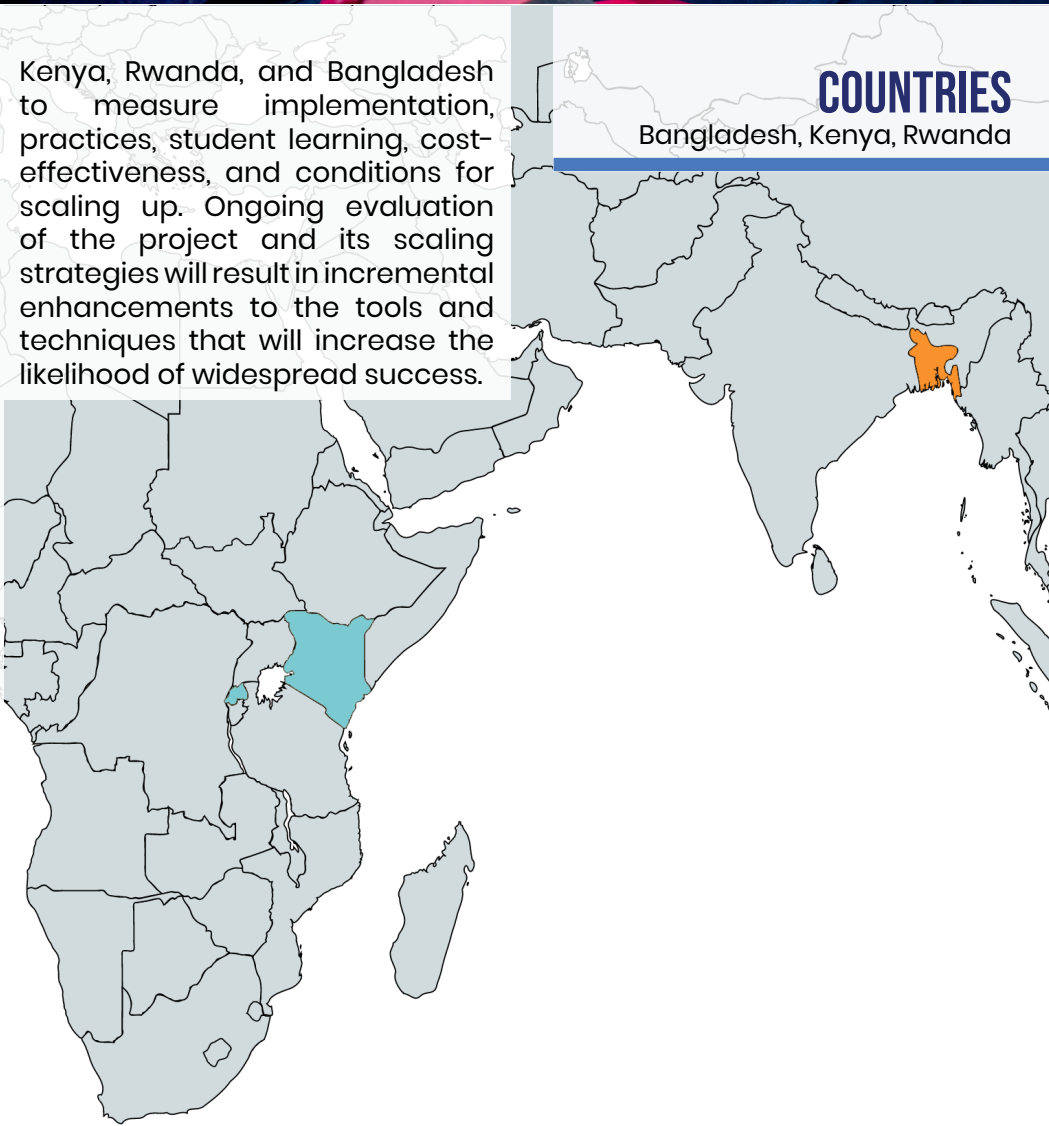
Photo: IBM

High rates of illiteracy cost the global economy an estimated \$1 trillion annually. As a response, this project will use literacy software designed for use in the Global South to improve children’s learning outcomes in low-income countries.

The general objective of this project is to increase student learning via enhancements to teaching practices through the use of education technologies for professional development. Two successful education software innovations will be adapted and scaled: ABRACADABRA and READS. The software will be implemented through professional development and follow-up support for teachers in face-to-face, blended, and fully online formats. Teacher professional development will include a series of interactive multimedia activities designed to develop skills and strategies for integrating the software into classroom routines and fostering teacher engagement and motivation.

The project will involve a series of field studies in urban, rural, and remote communities in

Kenya, Rwanda, and Bangladesh to measure implementation, practices, student learning, cost-effectiveness, and conditions for scaling up. Ongoing evaluation of the project and its scaling strategies will result in incremental enhancements to the tools and techniques that will increase the likelihood of widespread success.





ADAPTING, TESTING AND SCALING THE PROVEN SUMMER PRE-PRIMARY (SPP) MODEL IN CAMBODIA, LAO PDR AND TANZANIA

Led by Plan International Canada **with** the Mother Child Education Foundation (ACEV), and the American Institutes for Research (AIR)

Photo: Robin Baptista

Exposure to pre-primary education not only prepares young children to succeed in school and in life, but it also improves the efficiency and effectiveness of education systems, enables the participation of caregivers in the labour force, and contributes to the country's economic development. Currently, 175 million children do not have access to pre-primary school education.

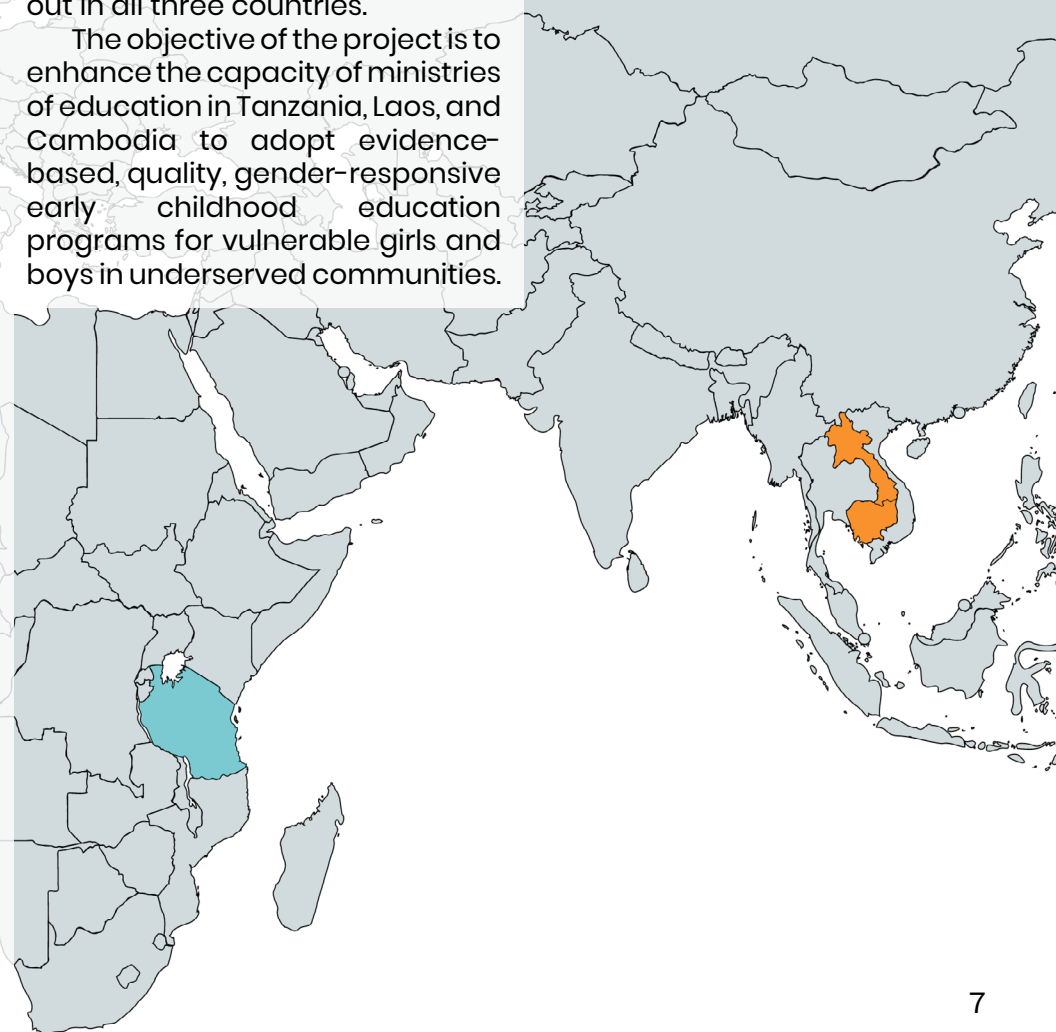
As a response to this challenge, this project aims to adapt, test, and scale up an accelerated summer pre-primary education model in Cambodia, Laos, and Tanzania. This project features a ten-week intensive pre-school program to prepare children for Grade 1. The model includes parent education and outreach, nutrition and hygiene modules, and gender-responsive teaching-learning and parenting approaches integrated across activities. The current project builds upon the experiences of pilot-testing this accelerated summer pre-primary model through a four-year project by Plan International in Laos called LEARN. In the current project, called Learn Plus, the model will be

adapted to include a specific and deeper focus on gender equality and inclusion before being rolled out in all three countries.

The objective of the project is to enhance the capacity of ministries of education in Tanzania, Laos, and Cambodia to adopt evidence-based, quality, gender-responsive early childhood education programs for vulnerable girls and boys in underserved communities.

COUNTRIES

Cambodia, Lao PDR, Tanzania



INTEGRATING EARLY CHILDHOOD EDUCATION IN SECTORAL PLANNING

Led by UNICEF **with** World Bank and Early Childhood Development Action Network (ECDAN)

Photo: GPE/Ludovica Pellicoli

A lack of investment in quality early education compromises children's learning and increases inequality. To respond to this challenge, this project will support the effective and strategic integration of pre-primary education within education sector planning processes in five low- to middle-income countries.

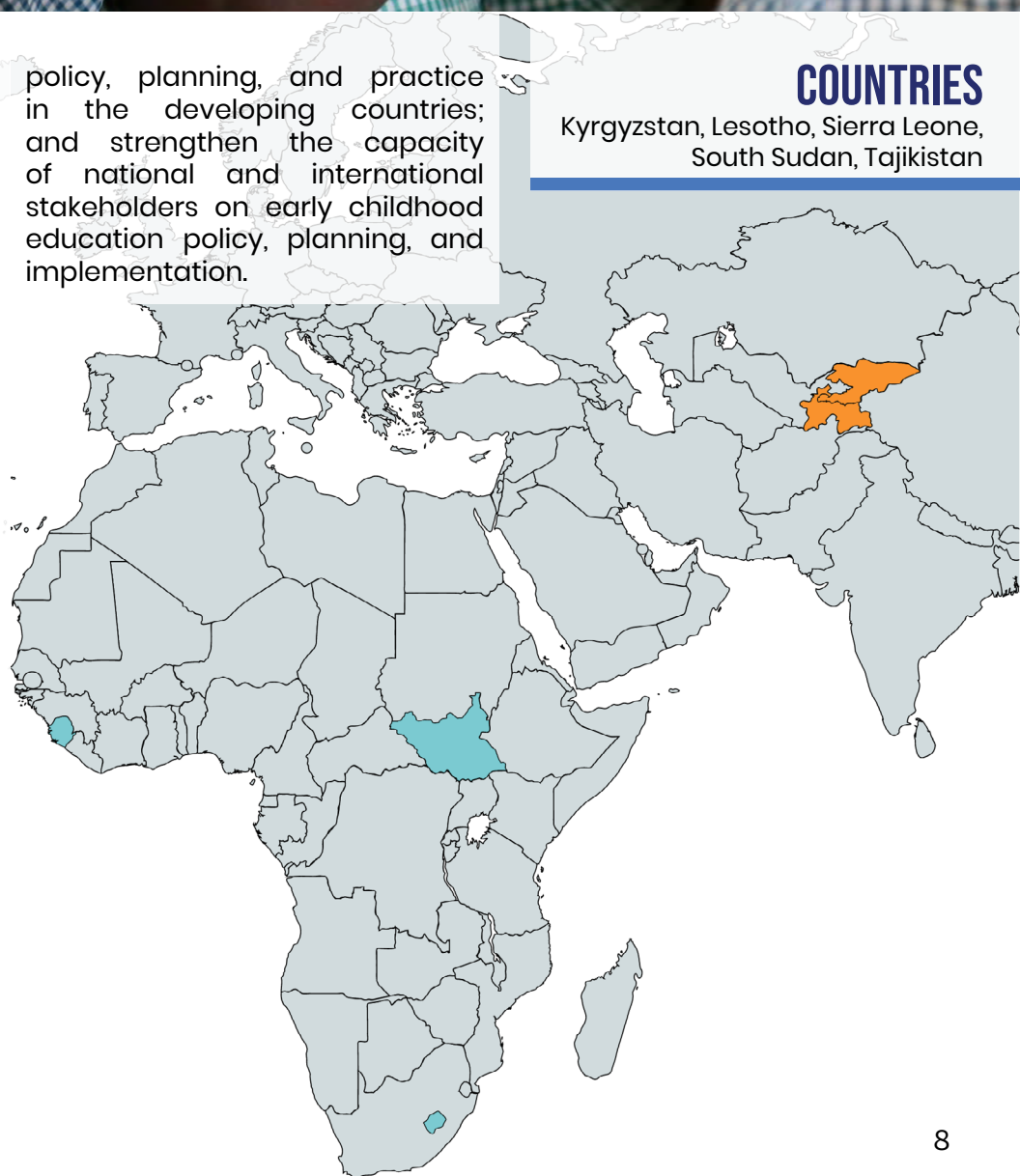
Building on a proven approach that supports early learning and the development of early child education, the project aims to strengthen the capacity of education systems with resources and knowledge to implement quality early childhood education programs at scale, and to increase the use of information on early childhood education in sectoral planning.

The consortium of institutions that will undertake this project will adapt, enhance, and scale up a proven approach that supports early learning and development of early child education; develop a comprehensive e-toolkit of resources to mainstream early childhood education into education sector plans; mobilize global knowledge to inform

policy, planning, and practice in the developing countries; and strengthen the capacity of national and international stakeholders on early childhood education policy, planning, and implementation.

COUNTRIES

Kyrgyzstan, Lesotho, Sierra Leone, South Sudan, Tajikistan



DATA MUST SPEAK ABOUT POSITIVE DEVIANT APPROACHES TO LEARNING

Led by UNICEF Office of Research – Innocenti

Photo: GPE/Kelley Lynch

This project responds to the need to address a global learning crisis in which many children do not reach expected standards, even when attending school. It aims to generate knowledge and improved practices on how best to unlock and use increasingly available education data to expand access and elevate school-level performance. The project will adapt and scale a proven UNICEF-led innovation, called Data Must Speak, that helps countries unlock existing data related to the education sector.

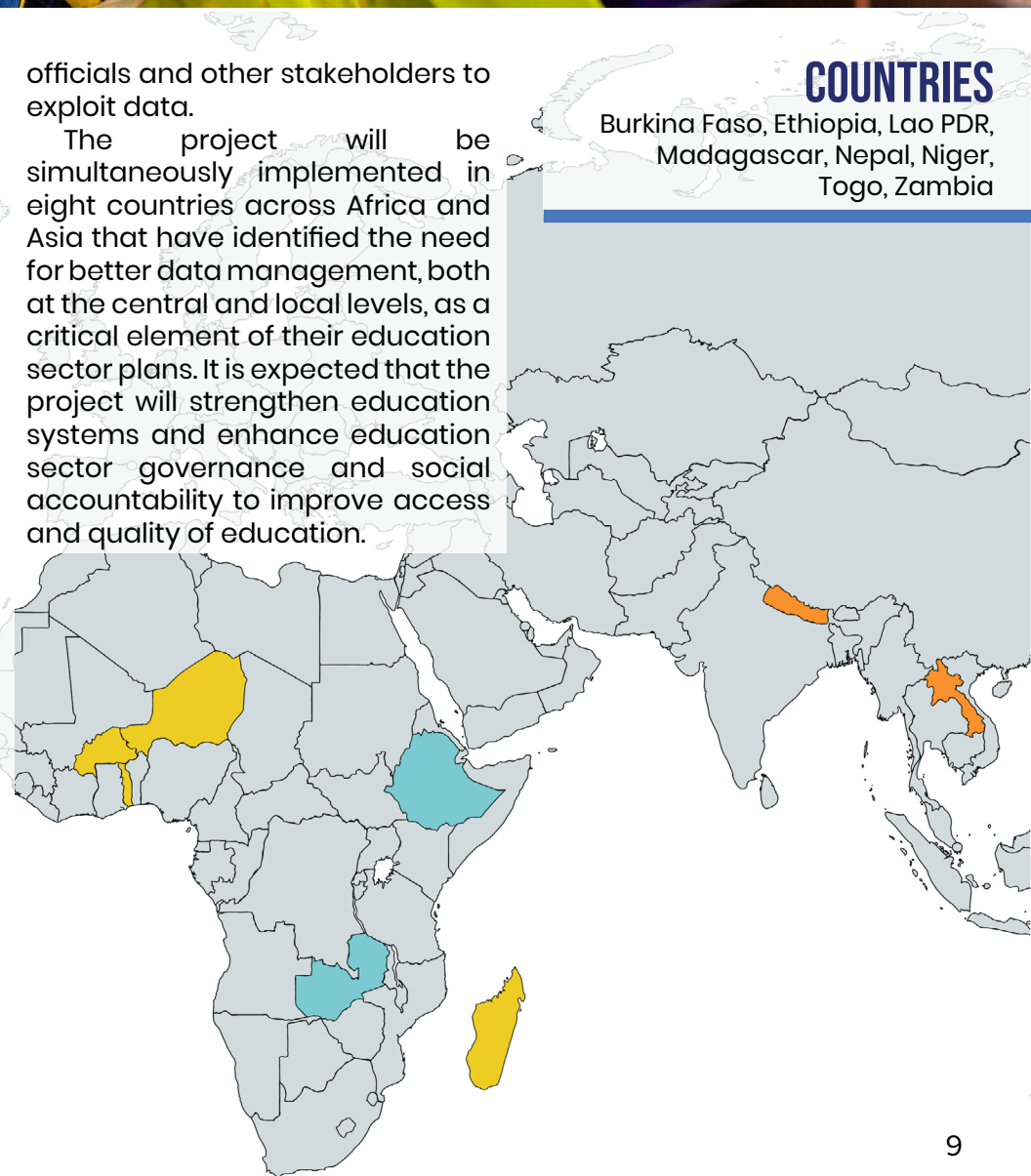
The research incorporates the concept of “positive deviance”, which addresses how some schools achieve better results than others in similar contexts, and how this knowledge can be leveraged to advance learning outcomes across the board by using data that is available within the education system. The project will use a mixed-methods approach and will focus on testing and implementing national adaptations of the methodology, harmonizing and linking datasets, identifying best practices, and enhancing the capacity of public

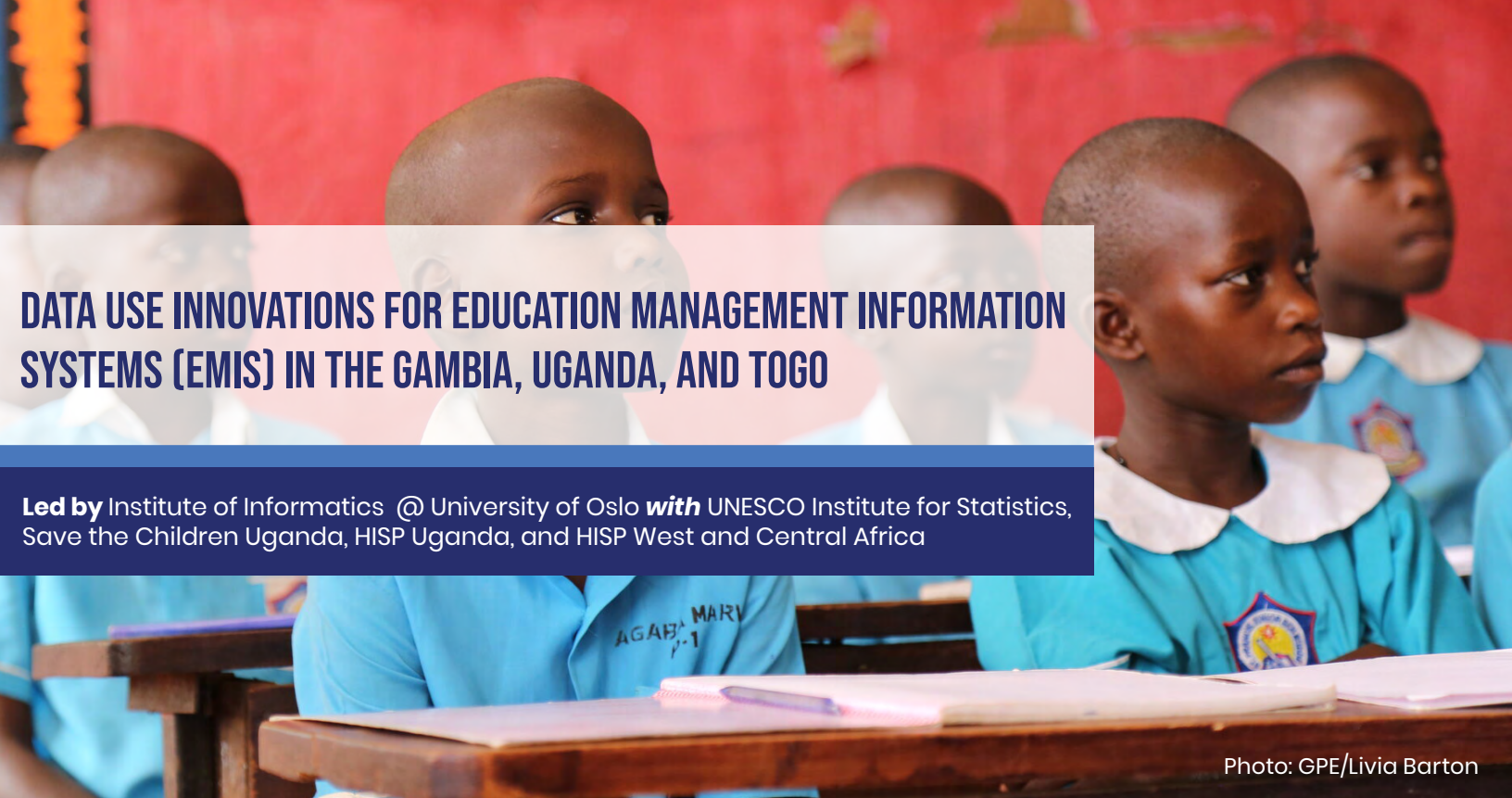
officials and other stakeholders to exploit data.

The project will be simultaneously implemented in eight countries across Africa and Asia that have identified the need for better data management, both at the central and local levels, as a critical element of their education sector plans. It is expected that the project will strengthen education systems and enhance education sector governance and social accountability to improve access and quality of education.

COUNTRIES

Burkina Faso, Ethiopia, Lao PDR, Madagascar, Nepal, Niger, Togo, Zambia





DATA USE INNOVATIONS FOR EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS) IN THE GAMBIA, UGANDA, AND TOGO

Led by Institute of Informatics @ University of Oslo **with** UNESCO Institute for Statistics, Save the Children Uganda, HISP Uganda, and HISP West and Central Africa

Photo: GPE/Livia Barton

Education policy and planning should be underpinned by good quality and up-to-date data. Data exists in many countries, but it is not systematically collected, it does not meet international standards, and it is not well-used throughout the education system. Approaches to improving these problems exist, but they have not been scaled across countries.

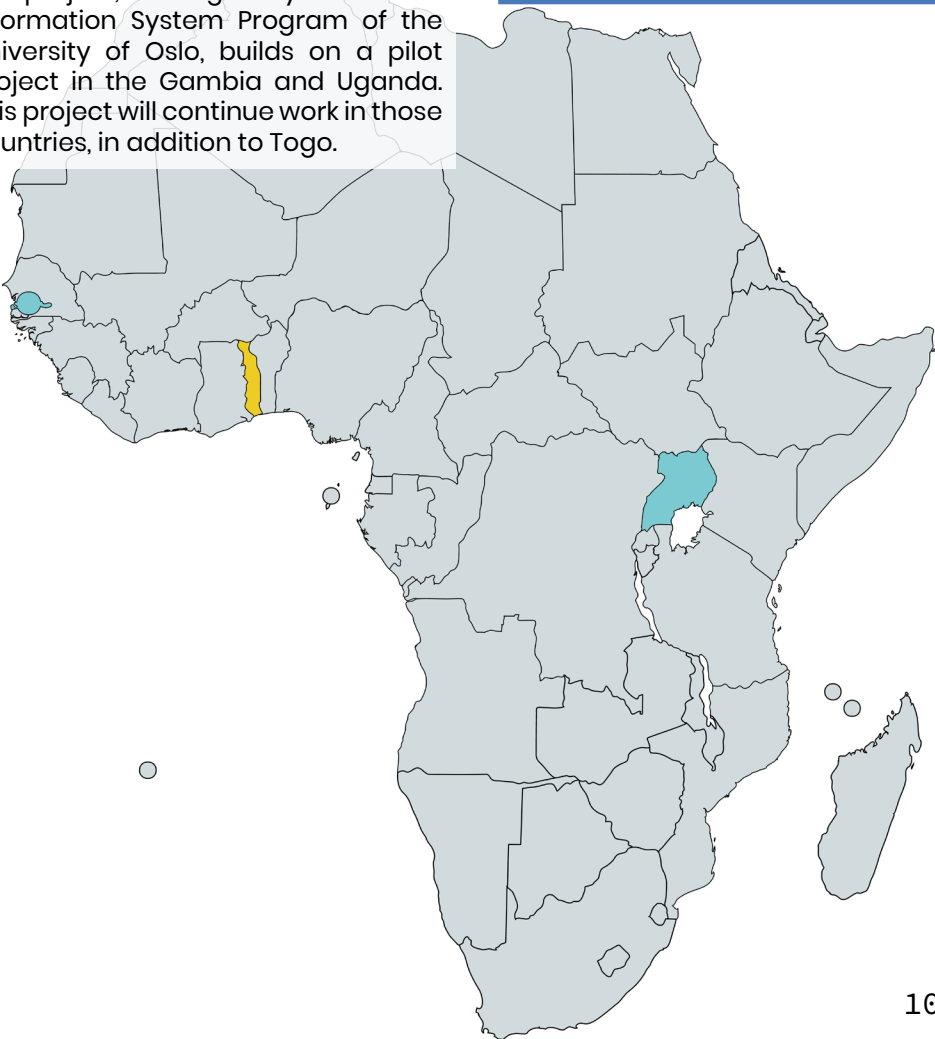
This project addresses the lack of “turnkey” education management information systems in the education sector that can be used sustainably and at scale in low-income countries. It aims to strengthen the capacity of ministries of education in Uganda, Togo, and the Gambia to adapt open source health information systems to local and national education sector needs for better policy formulation, planning, and implementation. More specifically, the project seeks to leverage a proven innovation in the health sector that will effectively enhance demand for data and information use at all levels of the education system, and provide innovations that make the display and interactive use of digital data in management information systems accessible and useful to decision-makers.

This project will involve an action research approach and it will use community stakeholder mobilization, participatory development of data

visualization tools for schools and communities, and test and evaluate innovations in two districts in Uganda. The project, managed by the Health Information System Program of the University of Oslo, builds on a pilot project in the Gambia and Uganda. This project will continue work in those countries, in addition to Togo.

COUNTRIES

The Gambia, Togo, Uganda



USING DATA FOR IMPROVING EDUCATION EQUITY AND INCLUSION

Led by UNICEF (Data and Analytics Section)

Photo: GPE/Kelley Lynch

This project will enhance the use of data from existing household surveys by government officials to analyze the education sector and encourage policymakers to leverage the resulting knowledge on gender, equity, and inclusion to inform their policy decisions. It responds to a lack of data analysis in the education sector and technical capacity within ministries of education to use data.

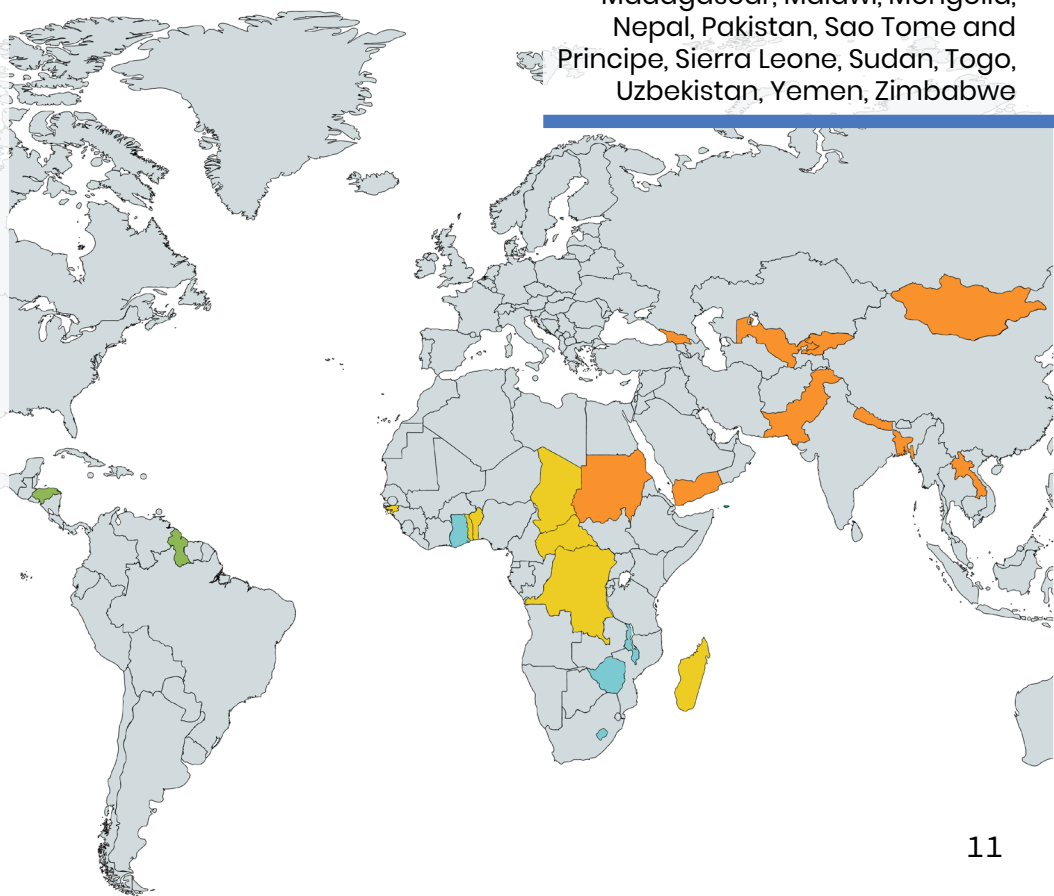
The project will build on a proven initiative that analyzes educational information for global learning and equity that was piloted in Laos, Sierra Leone, and Suriname in 2018. The objective is to determine whether an adapted version of the initiative can improve equity and quality analysis in 26 developing countries, and whether and to what extent the marginalization of specific groups affects their access, learning, and progression through education nationally, regionally, and globally.

The research design will include the adaptation and testing of the initiative that includes the use and analyses of data about groups that are particularly disadvantaged due to gender, language, poverty, disability, and location. It will also scale approaches and delivery

mechanisms through fact sheets, reports, workshops, and tools that will be further expanded to include country-specific equity and inclusion issues.

COUNTRIES

Bangladesh, Benin, Central African Republic, Chad, Democratic Republic of the Congo, The Gambia, Georgia, Ghana, Guinea-Bissau, Guyana, Honduras, Kyrgyz Republic, Laos PDR, Lesotho, Madagascar, Malawi, Mongolia, Nepal, Pakistan, Sao Tome and Principe, Sierra Leone, Sudan, Togo, Uzbekistan, Yemen, Zimbabwe



COMMON-SCALE ASSESSMENT OF EARLY AND FOUNDATIONAL MATH LEARNING ACROSS THE GLOBAL SOUTH

Led by People's Action for Learning (PAL) Network **with** Pratham Education Foundation and Australian Council for Education Research (ACER)

Photo: GPE NayanTara Gurung Kakshapati

A solid foundation in logical thinking is important for lifelong learning. However, learning inequalities start in early childhood, and a significant proportion of children enrolled in school do not learn even the most basic skills. This is due in part to a lack of assessment mechanisms and policy action to address the learning crisis. This project will respond to this challenge by scaling a digitally adaptive common-scale math assessment tool called Citizen Led Assessment of Numeracy (CLAN), which is tailored for assessing, reporting, and providing community- and school-relevant data that can be easily understood by parents and communities.

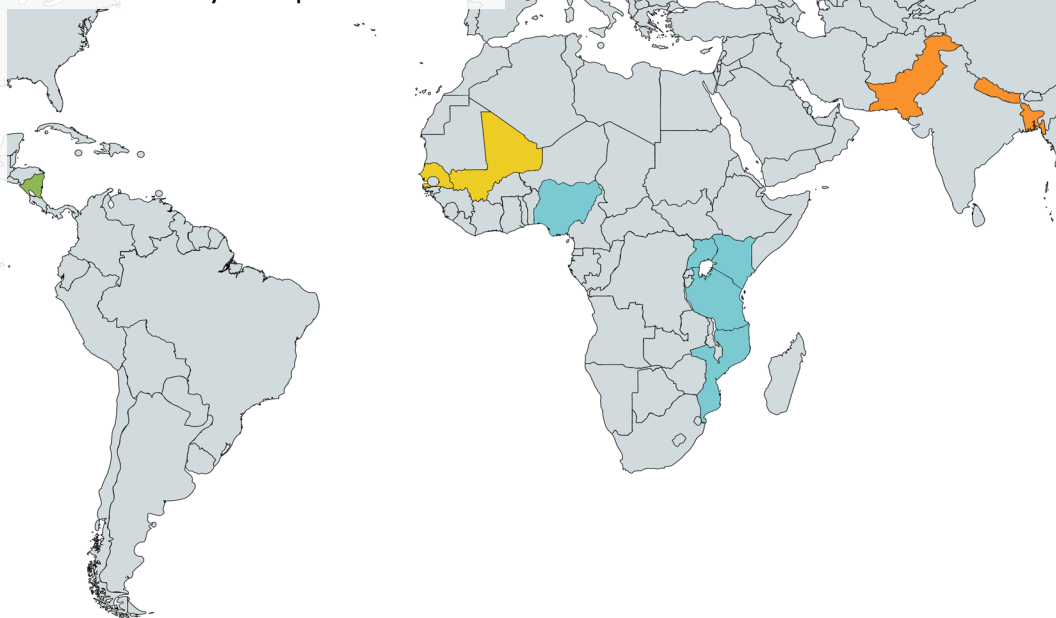
CLAN is an innovative approach that assesses basic reading and math competencies in children. This citizen-led initiative was first developed in India in 2005. It is based on the belief that people need simple but rigorous measures of social outcomes to generate data they can use for change and improvement. CLAN is administered in the home, thus capturing information from

children who do not attend school and who would not otherwise be visible in other national and international school-based assessments.

This project will support the expansion of CLAN to 11 countries in Africa and Asia. The tool will also be expanded to include foundational math skills with the goal of producing data on early math skills that is comprehensible for local communities and internationally comparable.

COUNTRIES

Bangladesh, Kenya, Mali, Mozambique, Nepal, Nicaragua, Nigeria, Pakistan, Senegal, Tanzania, Uganda



KIX GLOBAL PROJECTS MAP

