Global Partnership for Education’s Knowledge and Innovation Exchange (KIX)

KIX GLOBAL PROJECTS

Projects are subject to finalizing grant agreements and adjusting plans in light of COVID-19
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**LEARNING**

**TEACHING**

**EARLY CHILDHOOD EDUCATION**

**DATA SYSTEMS**

**LEARNING ASSESSMENT SYSTEMS**
In low and middle-income countries, the reach and quality of education is negatively affected by untrained or undertrained teachers that lack teacher professional development (TPD). In response to this challenge, this project will use information and communication technologies (ICTs) to enable more equitable access to, and participation in, quality teacher learning experiences.

The project builds off two proven Teacher Professional Development at Scale (the model is commonly referred as TPD@Scale) innovations: Early Language, Literacy and Digital Numeracy in the Philippines, and Teacher Education through School-based Support in India. This project will adapt the Teacher Professional Development at Scale model in Honduras, Ghana and Uzbekistan to uncover if and how the success of this model could be replicable.

The project will pursue the following objectives: 1) develop a framework and guidelines for adapting, implementing, evaluating, and continuously improving upon proven Teacher Professional Development at Scale models in different developing countries; 2) build the capacity of Ministries of Education and relevant education stakeholders at all levels to design, develop, implement, evaluate, and continuously improve Teacher Professional Development at Scale; 3) promote evidence-informed changes in policy and practice towards improved access to quality teacher professional development using the Teacher Professional Development at Scale approach.
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.
This project is a south-south collaboration between tertiary institutions in India, Nepal and Nigeria seeking 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 in each partnering country through cross-country learning. To do so, the project will specifically pilot and research a scalable innovation called Connected Learning Initiative (CLIx) which comprises of 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, 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 curated and adapted OERs and building communities of practice.

The specific objectives of the project are to: (i) develop a selection of OERs (CLIx and others) that will be curated and adapted for suitability to local contexts and needs; (ii) integrate OERs for Teacher Pedagogical Content Knowledge (TPCK) and inclusive Education into the ITE curriculum; (iii) increase the professionalization of teacher practice; and (iv) conduct two research studies. The first study on the Adaptation, Adoption and Innovation Diffusion aims at generating knowledge on the processes and aspects that support adapting the innovation for specific local contexts, and practice and conditions to support scaling in the three contexts. The second study will focus on the Connected Learning Innovation’s (CLI) impact on learning outcomes in ITE programmes and NQTs.
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.
The estimated cost of high rates of illiteracy for the global economy is more than a trillion dollars 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. This project will adapt and scale two successful education software innovations: ABRACADABRA and READS. The software supports literacy development and provides reading material, and will be implemented through teacher professional development and follow-up support offered in face-to-face, blended, and fully online formats. Teacher professional development will include a series of interactive multimedia activities designed to develop their skills and strategies for integrating the software into their classroom routines and foster teacher engagement and motivation.

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.

Field research will be conducted in urban, rural and remote communities in Kenya, Rwanda and Bangladesh. The project will involve a series of field studies measuring implementation, practices, student learning, cost effectiveness and scaling up conditions. 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.
This project is a response to the urgency for equitable learning access and outcomes for children in conflict-affected countries. It is for educational support for the world’s conflict-affected children, and the barriers to achieving this in terms of quality, reach, equity, and impact. The project will implement a proven education technology (EdTech) innovation called Can’t Wait to Learn (CWTL), which tackles learning quality, reach, equity, and impact challenges faced by refugees and displaced children. CWTL is a custom-made educative gaming technology solution for numeracy and reading in Arabic and English, and it is currently being implemented in Lebanon, Jordan, Uganda and Sudan, and entering eastern Chad. Rooted in research on education technology best practice in emergencies, CWTL is curriculum-based and contextually customized which promotes active learning and adapts to different learning levels and speeds.

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

The project will be managed and implemented by War Child Holland and they will undertake a series of studies and methodologies to capture the nuance and complexity of scaling, including formative and community-based participatory research, pilot studies, value for money analyses, an efficacy trial, and a social and policy network analysis.
A lack of investment in quality early education generates gaps in children's learning and increases inequality. To respond to this challenge, this project will support the effective and strategic integration of the pre-primary sub-sector within Education Sector Planning processes in five low to middle income countries. The project builds on a proven approach to policymaking and planning around early child education (ECE), the Better Early Learning and Development at Scale (BELDS). The objective of this project is to strengthen education systems with the capacity, resources and knowledge to implement quality early childhood education programs at scale, and to increase the use of information to include early childhood education in sectoral planning.

The consortium of institutions that will undertake this project include UNICEF, the World Bank and the Early Childhood Development Action Network (ECDAN). Together they will take a participatory, mixed research approach, relying on qualitative data based on country experiences and key stakeholder interviews and group discussions. They will adapt, enhance and scale up the BELDS ECE in five countries, develop a comprehensive e-toolkit of resources to mainstream ECE into education sector plans; mobilize global knowledge to inform ECE policy, planning and practice in the developing countries; and strengthen the capacity of national and international stakeholders on ECE policy, planning and implementation.
Currently 175 million children not have access to pre-primary school education. Exposure to pre-primary education (PPE) not only prepares all young children to succeed in school and in life but also improves the efficiency and effectiveness of education systems, enables the participation of caregivers in the labor force and therefore contributes to the country’s economic development.

As a response to this challenge, this project aims to adapt, test and scale up an accelerated Pre-Primary Education (PPE) model in Cambodia, Lao PDR and Tanzania. This project features a 10-week intensive pre-school program and includes parent education and outreach, nutrition and hygiene modules, with gender-responsive teaching-learning and parenting approaches integrated across activities.

The project builds upon the experiences gained through the accelerated Summer Pre-Primary education model (SPP) model that was first pilot-tested during the four-year LEARN project in Lao PDR. This model will be adapted to include a specific and deeper focus on gender equality and inclusion, then rolled out in all three countries.

The project’s intended outcome is to enhance responsiveness of the Ministries of Education in Tanzania, Lao PDR and Cambodia to the use of evidence-based, quality, gender-responsive early childhood education programs for vulnerable girls and boys in underserved communities.

Led by Plan International Canada with the Mother Child Education Foundation (AÇEV), and the American Institutes for Research (AIR)
This project will adapt and scale a UNICEF-led proven innovation on the use of data for the education sector, known as Data Must Speak. The 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 as a way to contribute to expand access and elevate school-level performance.

The research incorporates the concept of “positive deviance”: how in similar contexts, some schools achieve better results than others and how that can be leveraged to advance learning outcomes across the board by using available data 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.
This project addresses the lack of “turnkey” education management information systems (EMIS) in the education sector that can be used sustainably and at scale in low-income countries. It will address the following key problem areas: 1) the need for systematic data collection based on international standards; 2) the need to improve data utilization at multiple levels, and 3) the need to scale well-functioning EMIS innovations across countries.

The main objectives of the project are: 1) to leverage District Health Information Software (DHIS) as an EMIS strengthening tool to enhance demand for data and information use at all levels of the education system and 2) to determine how to strengthen EMIS with appropriate and scalable digital data use innovations (feedback mechanisms).

This project will involve an action research approach and use community stakeholder mobilization, participatory prototype development of DHIS2 data visualization tools for school and community level, and testing and evaluation of innovations in two districts in Uganda. The project will be managed by the Health Information System Program (HISP) of the University of Oslo (UiO) and builds off a pilot project in the Gambia and Uganda. This project will continue work in those countries as well as Togo.
This project will enhance the use of data by government officials in the analysis of education sector and encourage them to leverage the resulting knowledge to inform policy decisions. It responds to a lack of data analysis in the education sector and technical capacity within ministries of education to use data. This project will build on a proven innovation known as the Multiple Indicator Cluster Survey-Education Analysis for Global Learning and Equity (MICS-EAGLE), piloted in Lao PDR, Sierra Leone and Suriname in 2018. The objective of this project is to determine if an adapted version of the MICS-EAGLE 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.

UNICEF will undertake this project and the research design will include: 1) the adaptation and testing of the new MICS-EAGLE initiative that includes the use and analyses of data about groups that are particularly disadvantaged due to gender, language, poverty, disability and location, and 2) scaling approaches and delivery mechanisms through the production and delivery of factsheets, reports, workshops and tools. The standard MICS-Eagle survey, which asks about wealth and gender, will be further expanded to include country-specific equity and inclusion issues.

Led by UNICEF (Data and Analytics Section)

COUNTRIES
Gambia, Lesotho, Malawi, Zimbabwe, Sao Tome and Principe, Benin, Central African Republic, Chad, Democratic Republic of Congo, Guinea-Bissau, Madagascar, Togo, Bangladesh, Georgia, Kyrgyz Republic, Lao PDR, Mongolia, Nepal, Pakistan, Sudan, Uzbekistan, Yemen, Guyana, Honduras
SDG 4 highlights the importance of early years with an emphasis on reading and mathematics. Recent reports have shown that 617 million children and adolescents worldwide have not achieved minimum proficiency levels in reading and mathematics, even though two-thirds are in school. The understanding that schooling does not automatically imply learning has led to a many-fold increase in international and national assessment efforts. International and regional comparative assessments are a source of valuable cross-national data on student learning across countries and often facilitate capacity building and peer learning opportunities. However, none of the large-scale international assessments combine pre-numeracy and foundational numeracy competencies.

As a response to this challenge, the project aims to develop and implement a digitally adaptive common-scale numeracy assessment called Citizen Led Assessment of Numeracy (CLAN). CLAN is an internationally comparable assessment of foundational numeracy that uses a simple assessment tool that is administered one-on-one with children in their homes. The origins of CLAN can be traced back to 2005 when Pratham in India designed an innovative approach to assess the basic reading and numeracy competencies of children, regardless of whether they are in school or not.