



ACTIVATE

TALENT AND EXPERTISE OUTSIDE THE CLASSROOM

To scale quality learning, especially in communities that are hardest to reach, a creative injection of support and energy is needed. Teachers and other education personnel who are on the front lines are overburdened and require tangible assistance. For addressing tough education problems, expertise from diverse actors outside the school can be one important source of this support. From nonprofit workers and young graduates to business professionals and parents, different types of expertise can be strategically tapped to assist educators, elevate them in their roles, and reach children when educators are not available. In Jordan, for example, INJAZ leverages the expertise of entrepreneurs and business leaders to teach entrepreneurship in secondary schools, taking the work of preparing a new subject off the shoulders of already overloaded teachers. Around the world, Sesame Street channels the expertise of artists, media specialists, and parent outreach workers to bring quality early childhood development programming to many communities where none exists. To activate talent and expertise from communities outside the classroom:

Governments, civil society, and the business community should launch bold All-In Community initiatives to support teachers and other education personnel in their respective countries. Building off the effective ways community support is already being tapped, these initiatives could strategically activate expertise to provide assistance to teachers and other education personnel in several ways. They could ensure teachers have more time to interact with students, for example, by strategically deploying other people to assist with particular tasks that teachers would normally perform. Unburdening teachers can take many forms, from reducing classroom management and administrative burdens, to reducing time needed for lesson plan preparation, to reducing time needed for supporting struggling students. This would also include support for education administrators through activities such as monitoring schools and disseminating school data to parents.

Donors and the technology community should actively develop appropriate ways for technology to be used to support teachers and other education personnel in the developing world. Activating the expertise of the technology community with the support of donors to find pragmatic and sustainable ways to deploy the power of

technology is a key strategy for injecting creative energy and tangible support to education actors. Low-cost, easy-to-use technological tools that can unburden teachers and education administrators or provide resources where none existed before can play an important role in scaling quality learning.



FUND

THE MIDDLE PHASE

This is crucial to help effective education approaches cross the “valley of death” to scale. Too often, there is a funding gap between new ideas or prototypes and implementation at a national level. Bridging this middle phase requires greater clarity of what government entities, investors, and donors fund at which stage of the innovation-scaling cycle—from prototypes or ideas to national programs. It also requires greater coordination and segmentation of education financing, including more attention and support for this middle phase after proof of concept but before large-scale national adoption. Pratham benefits from long-term funding from Pratham USA, a foundation set up to raise awareness and mobilize resources among the Indo-American community. Flexible financing from Pratham USA has helped Pratham’s evidenced-based approaches to reach a much greater scale across India. The Amazonas state government in Brazil provided sufficient funds to ensure that the Media Center pilot was able to continue to reach many more communities and expand to include more grades. To catalyze middle phase funding:

Governments, donor agencies, foundations, and investors should develop a more organized ecosystem of education funding to support scaling. Education funders, particularly outside of business investors, must actively work together to align their respective investment strategies to be complementary. In any given context, funders should know who is supporting innovative pilots, who (crucially) is supporting middle phase funding to help sustain and build scaling capacity, and who is providing predictable, long-term funding for implementing effective approaches at scale.

Donor agencies and foundations should provide flexible support, including for core costs. One important strategy to help effective



MEASURE AND LEARN

WHAT WORKS THROUGH BETTER LEARNING AND SCALING DATA

Systematic data on children's learning is a crucial input for the success of all prior recommendations. For example, having regular and accessible data on children's learning facilitates spreading a culture of continuous improvement across the education ecosystem. From data that are used by teachers, to data that are put into parents' hands, to data that are aggregated from each country to track global progress, information on what students are learning is an important foundation to inform action. In addition to identifying what is contributing to children's learning, a better understanding is needed on how it is doing so at large scale. This requires understanding the process by which effective ideas and approaches are adapted, spread, and taken up by more actors in more locations. To collect and use learning and scaling data:

Government and donor agencies should strengthen national student assessment systems. Data on student learning are needed to inform actions to scale effective approaches to improving learning. In many countries in the developing world today, the main source of data on student performance are project-specific achievement data or results every few years from large-scale regional or international assessments. A better approach is for governments to build the capacity of national assessment systems that are systematic, transparent, and housed in-country. This is in line with the Learning Metrics Task Force recommendation on learning data as a global good. As data are meant to be used, they should be collected and disseminated in a way that is maximally useful. For example, classroom-level data on learning can be immediately used by teachers to see the levels at which children are learning, and nationally aggregated data on learning can be used by policymakers.

The research community should improve data on scaling through a Real-time Scaling Lab. Such a forum would provide space to examine and document the process of scaling effective approaches to learning as they unfold, contributing to building a body of evidence on how to scale quality learning interventions. A laboratory-type setting would approach scaling as a learning process, encouraging self-reflection and providing more opportunities to make course corrections and adjustments. A Real-time Scaling Lab would also provide space for peer-to-peer learning among government officials, social entrepreneurs, funders, and researchers to share common experiences in their efforts to expand and deepen effective approaches and to exchange ideas and resources. It would draw on existing scaling knowledge, resources, and tools in education, development, and other disciplines more broadly.

Education actors at the global, national, and local levels should explore ways of teaching and assessing 21st-century skills—or a breadth of learning opportunities—beyond literacy and numeracy.

For education ecosystems to adapt to the needs of the future, they will need to measure their success across a broad range of learning domains. Educators are seeking ways to integrate these into their teaching, learning, and assessment practice strategies. Models need to be explored of how to guide children in the development of such skills as collaboration, critical thinking, innovation, and problem solving. The assessment of these skills poses a challenge to both measurement specialists and teachers in classrooms. The function of assessment as a tool to inform teachers' understanding of the skills as well as the competencies of their students should be a focus of innovation in the assessment space.