

THE BROOKINGS INSTITUTION
FALK AUDITORIUM
SCALING IMPACT IN EDUCATION:
PRACTICAL RECOMMENDATIONS FROM THE REAL-TIME SCALING LABS
WASHINGTON, D.C.

Thursday, June 14, 2023

UNCORRECTED TRANSCRIPT – CHECK AGAINST RECORDING

INTRODUCTORY REMARKS:

REBECCA WINTHROP
Senior Fellow and Director, Center for Universal Education, Brookings

PRESENTATION OF REPORT FINDINGS:

GHULAM OMAR QARGHA
Fellow, Center for Universal Education, Brookings

PANEL DISCUSSION I: SCALING AND SYSTEMS TRANSFORMATION

BRAD OLSEN (Moderator)
Senior Fellow, Center for Universal Education, Brookings

DEEMA BIBI
CEO, INJAZ

TENDEKAI MUKOYI
Education Program Coordinator, Youth Impact

HEIDI ROSBE
Senior Project Specialist, Ahlan Simsim, International Rescue Committee

PANEL DISCUSSION II: HOW TO MOVE FORWARD WITH SCALING IMPACT IN EDUCATION:

JENNY PERLMAN ROBINSON (Moderator)
Nonresident Senior Fellow, Center for Universal Education, Brookings

FAUSTIN KOFFI
Inspector General, Ministry of National Education and Literacy, Côte d'Ivoire
Lab Manager, Côte d'Ivoire Real-Time Scaling Lab

BARBARA CHILANGWA
Executive Advisor, CAMFED
Scaling Lab Advisor, Real-time Scaling Lab in Tanzania

DR. ALI YAGHI
General Manager, Al Hussein Fund for Excellence

MOITSHEPI MATSHENG
Co-founder and Country Coordinator, Youth Impact

* * * * *

GHULAM OMAR QARGHA: Thank you, Rebecca. Good morning to everyone here and virtually. I want to begin by expressing my gratitude to all our partners. As Rebecca mentioned, none of this work would have been possible without the dedication and the collaboration and generosity that our partners shared with us. This report and all our case studies are a culmination of over four years of work that has been done and local settings are looking at this issue of scaling. I also want to thank our team here at CUE, Maya, Molly, Brad, Jenny and all of the Millions Learning team that has made this work possible today. Possible that convening possible Brookings is a platform for advancing civil dialogue.

So we try to be as transparent as possible with all of our work and we want to share who has supported our work. This work has been supported both funds and in-kind support from BHP Foundation, the Bernard Van Leer Foundation, Elma Foundation, through the Campaign for Female Education, Jacobs Foundation, the International Development and Research Center and Canada through the Foundation for Information Technology and Development Effort and International Rescue Committee. So those are all some of the funding partners that we had that made this work possible. But activities that were supported by these partners reflects our understanding of the work. We maintain our independence. We are committed to quality independence and impact in our work. And the views that are expressed in the report are those of ours and do not reflect those of our donors.

So before I begin the presentation, I want to go through some housekeeping activities or bullet points. There will be simultaneous interpretation. As Rebecca mentioned, coffee and pastries are available to the left and please do return the headsets before leaving and this event is being livestreamed. So hello to our online audiences. Today's event is a couple of quick things that we want to share. You have the reports. I will begin with a short overview of the major themes that speak to me out of this report. Then we'll get into a panel discussion on systems transformation, which my colleague Brad will lead. Then we have a World Cafe activity that will take place. We have our partners across the room will share more information about how that will take place. You'll just go through different booths and learn about the individual partners. Then we'll have another panel that Jenny will lead. Then we'll close the day with some closing thoughts. So that's the run of show for for today and the next few minutes. And I don't have a whole lot of time, but I will try to provide a general overview of the purpose of our research, our real time scaling lab design, and highlight some high headlines from our cross lab report. You will find the full findings and the report and the individual executive summaries that were printed at the front of the table. If you haven't picked up one, please do pick, pick one up as you go out or during the breaks. We will delve into issues around scaling and systems transformation and how to move forward with scaling and our two panels in detail. And you'll have an opportunity to interact with our partners and the World Cafe.

So the major themes that spoke out to me about scaling education systems transformation, our research aim to understand how education and initiatives scale in context through a collaborative, participatory research design. Rebecca mentioned the importance of collaboration at the beginning, and that's at the heart of a lot of the work that we did with scaling and the work that we're doing moving forward. The idea that our understanding of how education takes place, how scaling takes place, how initiatives get scaled, it has to be understood in context and through an understanding of the local context, the challenges, the policies, the art of education in general. During our journey, we've gained many insights on the process opportunities, limitations, challenges and gaps in scaling education. Initiatives. The major points for me, number one is that scaling is a complex, multidimensional process. It's not a technical one, two, three process that you can follow. It is possible to scale promising education interventions to bring out large scale systematic change. But doing so requires alignment and thinking, motivation, incentives and program design at the individual institutional and system levels. If all of these things align, there's a window of opportunity that opens up and then scaling takes place within that window. At the system level, the formal and informal education structures form the educational experience and includes policies, practices, curriculum and many other elements. We found that examples that the scaling initiatives must align with the overall priorities of this specific time and place for it to move from a small scale to a large scale adoption into the system at the institution level. Whether this scaling is taking place within the Ministry of Education or within an NGO. It's critical to think and plan for scaling in a non-linear way and to think beyond just the technical design. What I mentioned earlier and what Rebecca mentioned as well. The scaling process requires an adaptation and course corrections throughout and initial plans will likely change as you plan from the beginning. And our scaling teams will tell you this you plan things at the beginning, you have to iteratively change and and make adaptations as you

go along. And this is at the institutional level, at the individual level. It's critical to have many champions for the initiatives. That was one of the key findings that we have. The change champions are people who feel connected to the initiative, who will feel motivated about the initiative, who see the potential of the initiative. But champions work in bureaucracies, and they work and institutions with lots of turnover. And people change their priorities, change their focus, change. So champions have to be constantly cultivated. The case for your initiative has to be constantly made and may be revised in terms of why you need to scale. Last point, and I'm getting the sign that my time is coming to an end. Not in life, but in here.

GHULAM OMAR QARGHA: We can't control everything in scaling, but we can do some things that help in the journey. We can involve stakeholders, create space for honest dialogue, use data in a timely manner and a relevant manner that speaks to the audiences that we're looking for. We many times we just throw out data and we expect everybody to digest it and understand it and and for the data to speak to them. Data is it's got context, it's got value. It has to speak to people that are that you're targeting. Finally, not every initiative needs to be scaled at all the levels of the system and across all localities and borders. You have to understand your initiative and figure out what needs what is the optimum scale for the initiative. For some, it might be to meet the needs of a niche group that's marginalized. For others, it might be at the local level, at the national level, for others it might be at cross national and border levels. So these are all of the findings that we have had. The two panels in the World Café will give you more time to delve into the specifics of each one of these. I didn't go through all of these things, but they're in the report now. I don't want to take more time from the panels because that's where the heart of this discussion, as you will hear from our partners who live the scaling experience and you will have opportunities to ask questions, as Rebecca mentioned, for our virtual audience says, please tag millions learning and share your thoughts with us. I would like to now invite our first panel and I. I'd like to invite my colleague Brad Olsen, who is a senior fellow, and he leads the Millions Learning Initiative here at Brookings to come to the stage and introduce the panel.

BRAD OLSEN: Morning, everybody. What a treat this is. I am really delighted to be part of this conversation that we're going to have for the next few minutes as we sort of dig into some of the things that Omar had to share with us. I want to begin by introducing my esteemed panelists to start with Deema Bibi, who is the chief executive officer of INJAZ in Jordan, and then Tendekai Mukoyi, Education Program coordinator of Youth Impact in Botswana, and Heidi Rosbe, the senior project specialist for the International Rescue Committee in Jordan, Iraq, Lebanon and Syria. And what I think I will do is just spend a minute or two contextualizing the topics that we're going to discuss, and then I'd like to ask some questions to the panelists, and we'll have a conversation for a few minutes. And then I'd like to open it up to you all so that we've got time for some of your questions as well as some questions from online folks that were previously submitted and that I've worked into some of the questions here, as Rebecca and Omar said. Scaling, it's strange. It's a funny thing is scaling public programs is different from scaling a product in the private sector. It's complex, it's non-linear, it's not straightforward. It's not the process of simply rolling out a new innovation and then expecting that it's just going to take off. There are external environment influences, there are national politics, there are global trends, there is the influence of donor communities. There are external shocks to the system, perhaps a pandemic or devastating floods. There are personalities, there are staff turnover, there are all the complexities of this and therefore, scaling is as much learning by doing and trial and error and an imperfect science. It is as it is some kind of a technical activity. And so we've got today representatives from three different scaling teams that have been engaged in this work for a while. And I'd like to talk with them about some of these complexities. Given the complexity of this work. The journey of scaling is as much about adaptation and changing course along the way in response to change circumstances as it is any kind of straightforward, predictable process. And therefore, given the importance of adaptability or adaptation, the notion of tradeoffs looms large. Every decision, not every most decisions that get made come with some kind of a sacrifice. If you make a decision to go in this direction, it might cost you a little bit here. There are multiple tradeoffs that shape this work as it gets done. Some of those tradeoffs include having to work through the tension between speed and depth.

BRAD OLSEN: Another tradeoff might be that contextualizing an innovation that was developed elsewhere into a new location, which is incredibly important but costs money and time. A third is as as Rebecca brought up the idea that scaling is not necessarily about scaling, reach or coverage as much as for us scaling impact, making sure that the practices and the beliefs attached to the innovation become part of the system, part of the new normal, part of the everyday practices in the location. And that's incredibly difficult to do, especially

when there are external incentives that are pushing for growing it, make it bigger, make it larger. Larger doesn't always necessarily mean better. And then finally, I think about the notion that there are there's a need for visible results that appear quickly. And yet at the same time, if we're going to scale impact for systems change, for deep change in the lives of families and communities and children, it takes time. And so these are some of the tradeoffs that scaling teams have to navigate. They have to understand them. They have to collect some data on them, they have to work through them, and they may have to make good decisions and then study the effects of the decisions they've made. And therefore, what I'd like to do is ask each of you one at a time to share with us one particular tradeoff that you and your scaling team had to face, understand and work through. Tendekai, why don't we begin with you.

TENDEKAI MUKOYI: Thank you so much, Brad. Good morning, everyone. My name is Tendekai, and I'm with Youth Impact. I'm the program coordinator for teaching at the right level. Teaching at the right level is an education remedial approach that is designed to catch students that are falling behind in their basic numeracy and literacy. And what is unique about it is we we group students according to ability and not grade level. In Botswana we are scaling teaching at the right level, working hand in glove with. With the government of Botswana and the teachers that are scaling the program is the national service participants, which are volunteers that are employed by the government as well. So as Brad was saying, with bringing an innovation in a different setting requires a lot of adaptation so that you can be able to it can be able to work in the context that you are in. I'm going to be talking about the tradeoff of cost versus contextualization. One of the critical elements of teaching at the right level is the professional development training for the teachers or the instructors that are going to deliver the program. And teaching at the right level of training is designed to run for ten days where we are given skills to the teachers of how to use the approach when they go in the schools, how to monitor it, how to do lesson plans and so forth. So it's a it really went well in Botswana in the early days when we were not reaching a lot of schools, when we were not working with a lot of teachers. But as we are scaling the program, ten days requires a lot of inputs. When we do the training, we bring all the teachers that we are working with in a central region where it needs a training venue, it's going to need feeding, it's going to need transport. There's a lot of logistics that are surrounding it. And what's the pandemic? Our COVID pandemic also did was that resources are no longer readily available with the government. The government had to reduce their budgets. They had to reallocate. So we also had to be adaptable. If we want to scale the program. Currently, we are in over half of the regions in Botswana and we are still going on and we still want to work with the government. So we had to adapt and reduce the training days from 10 to 5 days. What we did in this was that we made sure that we are now doing a very targeted training and training that is engaging. There is no more downtime, that is, we had to remove that. And also with the content itself, we had to augment it with the videos. We accelerated creating videos that we give the participants so that they can be able to see how to introduce concepts and can be able to refer back to it. And most of the ten days we also realized it was not really about the content itself. We realized that we were giving participants a time to practice. When you introduce something, you give them time to practice. So what we did with that was we gave them homework. After each day we give them homework, they go and create a lesson plan. They bring it back to us, we review it, we give them feedback. They go home and create videos actually delivering the program. They shoot it with their phone when they send it to us overnight, we look at it in the morning, we give them feedback. So we maintained the fidelity of the program, but we reduced the the days and we also Mandela Patterson was happy. We had to contextualize the program in the program. So that is the tradeoff that we had to do. And the benefits of this trade off, actually, during COVID, it meant that people are safer. We are not bringing people in for a lot of time in classrooms. Five days was enough and we support them even virtually as they go. We send them text messages that are giving them tips of implementation. And also in these groups that they are in, they are able to even support each other better feeding off from their peers because we create WhatsApp groups where we put the teachers, the heads of department when they are facing any challenge in their school. When they go back, they send it in before we can even respond. You find that a teacher from school A is already has experienced it and this had a solution to it. And another benefit that we is there obviously is the cost itself. We have now reduced costs of people traveling in the lodging there that even people time because taking ten days away from the teachers from the classroom was a lot. So now it's five days and it's palatable when you go and introduce the program to a new region, they are ready to accept it because five days is not too much. And also the costs that are associated with it are not too much. And the program is scalable because we always continuously want to have a minimum viable product that is scalable for impact, especially with

our partners. So having done this, it has really helped us to have a product that is scalable and can be used across the regions. Thank you.

BRAD OLSEN: Thanks very much. I'm reminded that an innovation is oftentimes very complex. It's got a lot of moving parts and we can't necessarily get all of those in the scaling process and thinking through what you're willing to sacrifice and what you're willing not to sacrifice becomes important. And then you also remind me that. At sometimes what seems like a trade off. It first becomes an unanticipated set of benefits. If you're paying attention to it. Thank you so much, Deema?

DEEMA BIBI: Yeah, thank you, Brad. And I want to take this chance also to thank Brookings for their amazing support of our skating journey. And it has been a fabulous journey that started nine years ago. And throughout this journey, we had to make many tradeoffs that it was about navigating trades off for trade offs for the most part of it. And in Jordan, what we did, our goal was to mainstream financial education within the national education system. So every child in every school, public private refugee school would learn financial education and entrepreneurship. And and we achieved that goal Now are actually students who started with us nine years ago are now in their ninth year in colleges. The I think the interesting thing about the tradeoffs is that there's no one decision every time. There's no one path, you know, there's no one priority priorities change throughout the cycle. And that's what we found interesting. And to give an example of a tradeoff that we had to deal a lot with, I think, as is the tradeoff between speed and depth. And I'll give you examples on that, because I think this is a very interesting dialogue that kept taking place and was was complex. It was not straightforward, especially that we had a multi-stakeholder. We had adopted the multi-stakeholder approach. So there were lots of stakeholders and partners on the decision making table that decisions weren't weren't necessarily smooth, especially at the beginning. And the planning phase trades off are even you have to deal with much more of them. So to give examples early on when we had to make decision on which grade to start with and what grades to cover, there were two groups of people. One group was very keen that we focus on depth and start with grade one and grow every year until we reach Grade 12. The other school of thought was No, we have issues. We have a major problem of very poor financial inclusion in Jordan. We need to focus on those who are about to go to the market. We need we have a serious youth unemployment issue in Jordan, so we want to focus on grades 11 and 12. And eventually the decision was somewhere balanced. So we started with the seventh grade, but as we and grew one grade every year, but as we started with the seventh grade, we also started with a temporary curricular for grade 11. And then we grew. And the when the seventh graders, those who started with us, finished the 10th grade, we rewrote Grade 11 and 12. And then they continued. And of course, it it was built on the previous knowledge and skills they built. Another example on, on the same trade off was when we wanted to make a decision on how to write the content. And this was a major decision because, you know, it was it was an internal decision at that point. And we thought we were the experts. We've been doing financial education for many years before. It's just much faster to do it on our own. Writing content with multiple committees and different parties is is a nightmare. And it turned out to be a nightmare. But it was it was tough at the beginning. And I remember and I always say that the first book we had grade seven when we thought the final version was that went back and forth 17 times until everyone was okay with with that version. But a year or two later, it was just a smooth and an easy process because we started understanding each other, aligning, you know, and, and there was trust, build, etc. a decision quickly that went wrong. And we didn't necessarily pick the right choice at that time, was we when we wanted to decide what what teacher training model to adopt. So we had two options. One was again focusing on let's do it fast, We don't have much time. So we train the trainers and the train. And then there's a cascade model where the trainers, the supervisors. It's the teachers or trade the teachers. The other model was teaching teachers directly and that was a lengthy model. So we went with the first one. However, our assessment of the performance showed that there was significant at times knowledge and lost knowledge within that process. And we when we analyzed, we figured out that the teacher's training that OTI had had caused a lot of that. So we changed. And talking about adaptation, Brad, we changed our path and we started doing direct teacher training. And finally, sometimes you simply don't have a choice. Like when COVID hit and we were barely starting the idea of digitizing the financial education program, and we didn't have interactive platforms, we didn't have a solid digital version. But we the choice, I think at that time was go digital or die. So we did go digital. It wasn't as impactful, but the other choice was to not be there. So and I'll stop here.

BRAD OLSEN: Thanks very much. It reminds me, I think it was the economist John Maynard Keynes who said, for every complex problem, there's a solution that's simple, straightforward and wrong. And you also remind me that there's a paradox here, which is that successful scaling requires a huge number of people to get involved, and yet involving a huge number of people is never simple. Thank you, Heidi.

HEIDI ROSBE: I think that last point leads into what I'll talk about as well. So I'm speaking today about Alan Simpson, the Alan Simpson initiative as one of IAC with Sesame Workshop supporting early childhood development in Iraq, Lebanon, Jordan and Syria. And we combine and integrate educational media from I'm sure everyone here knows, Sesame Street and the Muppets. We're combining that and integrating it into services for young children aged zero two, eight years old, along with their caregivers. And one of the core focuses of a handsome sum is scaling early childhood outcomes with national partners across these countries, as I mentioned. And because ECD or early childhood development is cross-sectoral, this means scaling also with ministries of education, health and social development. So talk about complexity here. I want to share an example of one of the I think this involves multiple trade offs with it. In this example, when we were starting off our work with the Ministry of Health in Jordan and we were, you know, just we were new to this relationship and building this up and the ministry came to us to get involved with a smoking cessation campaign. This had been identified in Jordan as a big public health issue, and they wanted us to combine forces and support with content development. And now there is a clear link to early childhood development. We all know the harmful effects of secondhand smoke on young children, but it also was certainly nothing that was part of our vision for scaling early childhood outcomes. So this felt like, you know, where does this fit into what we're doing? As Alan Simpson? And we also knew that this would be, you know, frankly, it looked like at that time a bit of a diversion of resources and staff time. Do we say yes to this? But we did say yes. And what that did was through that process of working with the ministry on this campaign, we built up trust, we developed a strong relationship, and we established ourselves as a credible partner. And one of the key pieces of that is that when we initially went to the ministry, we said, Look, we're not pushing our own agenda on you. We're saying, What are your national needs? They came to us and said, This is something that's a national need. And so we were also, you know, leading in the way that we wanted to show up as a real partner to the ministry. But that process also opened the door for us then to have wider exploration with the ministry of where within the system supporting early childhood, where was there, where were the real needs to strengthen the system and shift the system through health? So where we are today, we are now working with the ministry to expand and scale up early childhood development integrated into primary health care centers. So when a parent brings their young child in for every well-child visit, the health care provider is now providing age appropriate resources, support, tools, all of these pieces to support healthy development. And when we look back at that scaling journey, getting to this point, we can see very clearly in our analysis that. A moment when we said yes to this thing that looked a little bit off. That was a critical, critical, defining moment allowing us to get here. But we also know we couldn't have said yes to that without two things. And one was flexibility, both of our internal approach and importantly of the funding, that we were able to shift resources and say yes to this. And the other piece is that time, because we knew we had a long enough runway to invest in this initial piece of the partnership while still keeping that longer game in mind.

BRAD OLSEN: Great. Thank you. And your example reminds me, Dr. Sampaio and I were talking two weeks ago in Tanzania, and he was talking about the Learner Guides program and Camp Fed and mentioning that sometimes when you give something up, you actually get something more in return. And this reminds me of this kind of back and forth that requires trust and collaboration. Thank you. I don't I want to make sure that we've got time for questions and answers, but I do want to go through one more around of a question. Maybe we'll kind of do it as a lightning round. But in the global development space around education these days, there's an awful lot of talk about systems change and transforming education systems. I think in some ways it's a concept that's sort of filling up the rooms or filling up the oxygen of the room. And I hear people say, Does it or does it not fit within scaling? Are these antithetical or are they complementary? And so I want to maybe just offer a two short and to simple explanation of what perhaps systems change is, and then ask you all if you see the scaling work that you all have been a part of as fitting within a systems lens. And so if you think about systems transformation, one way of coming at it is to understand that any location is a set of system parts. These system parts are always inextricably connected to each other. And so if you're going to make one change in one part of a location, you have to think about how it's going to affect and be affected by all of the other interactions in the system parts. And I think that means two things in particular. One of them is it's the interaction among the system parts that is actually the energy of change or

stasis. And secondly, that we shouldn't only think about hard systems, resources and policies, but also soft systems, cultural ways of thinking practices and mindsets. So within this sort of systems lens, some people will say, Well, I will say that if we're not careful, a systems lens or a systems approach can be so diffuse that it's almost impossible to get a handle on to manage. And so perhaps scaling offers a concrete driver that can attach itself to one or more system parts in a way that changes the interaction among the system as a whole. And so given that, I'd like to ask each of you, do you see your the scaling work of what you're apart as fitting within this scaling, scaling and systems change framework, Tendekai, I'll start with you.

TENDEKAI MUKOYI: Thank you, Brad. Well, this is a very interesting question because we see it every day happening with the work that we are doing with scaling, teaching at the right level in the schools. I think so very well in the systems change framework because it changes the way teachers do things in the classroom. It changes the setup of the classroom itself. Tool classes are fun, and I know classes are supposed to be fine, but that is not what is happening. So when you are bringing the innovation to a school, you are expecting the teacher to be creative. It also takes a mindset change of the teacher, him or herself. So I see that as a lot of the systems change. And when we are doing teaching at the right level in the classes, it's different from a normal class. There's going to be change that is going to take place because students normally in classes, they sit in rows, they sit on chairs, they are mixed up with ability, I mean different abilities, us sitting together. But when we bring teaching at the right level, we are saying that for a teacher to be able to do differentiated learning, they have to group students by ability. And students are not supposed to be in roles. Students are sitting down, learning on the floor. People we have seen teaching at the right level. It can happen anywhere. So even teachers, I've seen schools where they are saying classes cannot go on because there's no classes, there's a shortage of classes. But we are teaching at the right level. We are saying even under a tree. Classes can go on, students can be able to learn and also the content delivery itself. Most of the time teachers are running after the syllabus where they know within a set time I'm supposed to be teaching addition with carry over. But we are saying you are mixed abilities in your class. They are students who are not even able to recognize. These numbers. What are you saying about them? You need to create content each day or lesson plans each day that's going to be able to bring targeted instruction. So this is the change that you are talking about, that the innovation is bringing teachers ready to accept it or not. We have seen that most of the time. They talk about the workload, but we are saying what workload are you bringing or talking about? Teaching at the right level is actually making it easier for you because the learning gains when both. So I know we have rapid results, we track the work that we are doing and we have seen the learning gains, amazing and very effective. So this is what we are talking about. And even the teaching materials themselves. Foundation Foundational learning students learn better from concrete to abstract. So we bring in locally available resources, your sticks, your stones to introduce concepts of numeracy. This is what we are telling the teachers to be able to do so that they can also be able to bring children that are lagging behind to grade level and they can learn together. I think I've mentioned quite a bit on that. The classroom setup change. The top classes are fun. So I think mindsets change. You are talking about the soft skills that in the Systems Change framework is bring in mindset. Change is what teaching at the right level is bringing to the schools and to the teachers.

BRAD OLSEN: Yeah, great. Thanks so much. Deema?

DEEMA BIBI: I think I'm going to start where the ended the mindset and this is a very key point when we talk about system change. I think one of the reasons why we were able, I believe, to contribute to really improving and changing the system is that we started this whole journey with a mindset of we did not think of this the our scaling, our mainstreaming as a project. We thought of it as an opportunity to change the system. We did not. We had to When we started, we had the theory of change. We did not have a project inputs and project outputs and that type of thinking. So that that enabled us to look at everything differently and enabled us to be able to work with with a big number of stakeholders. We also understood the ecosystem. So we understood that the problem we have, which actually drove the solution, was a structural problem within the education system. It was very complex. No one party could have, not the education system itself could not have solved it alone. So it needed a multisectoral and the lots of partners aligned, engaged, continuously talking and discussing and moving from the classroom level to the institution level, which is the Ministry of Education. Elements that we focused on that were transformational is that we made sure we give real attention to the capacity of those within the Ministry of Education who are going to take care of this, of sustainability and moving and transferring ownership. We established a new structure that

was not there and that within the Ministry of Education for specifically for the support of financial education, with expertise on board that structure, we managed resistance. Resistance was a big issue. Teachers did not want an extra topic to teach. So that is when we knew if we are out and they're not happy and they're resisting it, the second day it'll go. So. So managing resistance was something very important. And also this is where the real time scaling up comes in beautifully. We really fostered the culture of learning together and exploring and verifying testing. Seeing what works. Brainstorming and piloting and and adapting and all that. So it became the norm, which is totally new to that, to the institution. So there were many elements where we were able at the institutional level, we were able to change the course of things how they were done, and they are all transformative. But I think I want to highlight one that I thought was specifically probably disruptive to the way things were done, which is it was the first time ever in the history of Jordan when someone outside the Ministry of Education mainstreams rights. Delivers train the teachers of a national curricula that is mainstreamed in every classroom and is mandatory. So that was a first. We had a very traditional closed education system that opened up. And today it's opening up to others. But we were the first ones who kept knocking, knocking, knocking, knocking, knocking on the door until we managed to open it. And now there's a digital skills that will be mainstreamed soon. There's something that has to do with media, etc.. So that that is I think these are examples I wanted to share.

BRAD OLSEN: Graet, super interesting. Thanks, Heidi.

HEIDI ROSBE: So as we're in this process right now of looking across our scaling journeys across the four countries where we're working, I think this question of where systems change fits in, where system strengthening fits in, and when we're looking at what pathways have moved forward and what points and why that question of what changes to the system, we think we're key enablers at that moment in time. So one example comes to mind that I really think of is as a change around the ecosystem of the child who are the adults in their space and other factors. And in our work in Iraq with the Ministry of Education, we've co-developed a school readiness program. So this supports children who are entering grade one without any prior pre-primary experience, which by some estimates is upwards of 90% of the country. And core features of the school readiness program are social, emotional learning and learning through play. So that learning through play as a pedagogical approach in particular was very new to the Iraqi educational environment. And we're introducing this. So the Ministry of Education piloted this program in 2021 in one governorate, and two really interesting things stood out when we were looking back at our analysis, and one was that parents who had children enrolled in classrooms who were not part of the pilot program were seeing what was happening in those classrooms, and they were seeing the effects that it was having on those children and how they were having an easier transition into primary school. And they were saying, I want my kid to be in that classroom. Then the other piece is that teachers were really excited about this and teachers were talking to their friends who weren't part of the pilot. So we heard over and over again through anecdotal evidence cases where teachers who had not been trained on the program were actually doing activities in their classrooms because their friends told them, Hey, this activity worked really well with my first graders. So we look at this, we say, wow, this demand was increased by the parents and also the supply side and enthusiasm of the teachers to be engaged in this was also increased. So in 2022, the ministry expanded it across all of federal Iraq, again in select schools. And then they're now committed to scaling up starting in fall 2023. So coming up soon. And we know that some of those key factors were seeing what they were seeing of parents having this increased demand and how excited their teachers were to to engage in this. So these are these key factors that we're seeing. Well, that was a change in pieces of the system that we couldn't have predicted at the beginning, but they were fundamental to moving this forward.

BRAD OLSEN: Great. Thank you. It occurs to me that the your TARK program inserted a and a teaching approach that actually changed the system of the classroom and the school level. And then here's the notion of a program that was inserted in the ministry and changed the institution as a system. And then here, even moving outward is the idea of an initiative that actually changed the entire ecosystem. So three different system levels, each of which was changed through a strategic scaling impact endeavor. Great. I think we have a couple of minutes, and I would love to field a few questions. And I think that, yes, I think we'll go first that and then you please go ahead. And if you don't mind using the microphone, I think that would be particularly helpful.

AUDIENCE MEMBER: Hi. Thank you for your presentations. My name is Peggy Dubuc. I'm with RTI International, and I have a question about the the solution that you had with the TARTL program to move the training from having the children to children to teachers modeling and then moving to the videos and providing that feedback of someone else watching those videos and then giving feedback. I'm curious if that led to some, you know, how that affected the system of who was who was viewing the videos and who. I assume at the beginning there probably wasn't enough people available to give those watch those videos quickly to be able to give them back the next day. So I'm interested in that process and what the outcomes of that. Maybe the unintended benefits of that word.

TENDEKAI MUKOYI: All right. Thank you so much for your question. So during our training, we are providing these videos so that when they go home on that day, they do watch the videos and create lesson plans that they intend to bring the following day. And we are able to review while they are there. So we are not giving these videos in the hope that when they go home they're going to listen to them another day. So within that five days, our training is very intense. We are providing these materials on top, on top of the targeted instruction of the training that we are given and our trainings run within a school setup. We use the school hall, so we still do have practice session where they work with the students. On the last day after the five day training, we make sure that they have a chance to work with the children we are observing and we give them feedback as well. So we have not relegated the feedback and the practice to be all remote or virtual. They still have some practice time, but it is reduced from the ten days.

AUDIENCE MEMBER: Amy Barnett from IRX to briefly answer the question, I think that some of our scaled work is systems change and some of it isn't. But all of this is. Sustainable. Without project funding changes are. Systems changes. The question I have is about measurement. So good systems change. Work requires changing incentives. I think that's part of the report. Changing incentives requires. Changing policies, and changing policies. Requires. Being transparent and equitable. You can't. Incentivize. Teachers to do pre-service teacher education and get better pay and randomly select which teachers get that incentive and which don't. So my question is about the type of measurement that's needed to prove these approaches and how we get funding for that type of measurement. Thank you.

BRAD OLSEN: Yeah, I think that's an important question. Who would like to take it on?

DEEMA BIBI: I can take it. Yes, it's a very important question. And I think one thing that we didn't do very well at the beginning is the we did not monitor and evaluate very early on as we should. We followed up, but it wasn't there wasn't enough data collection. But two years along the line, we we realized that we started doing that much more and we realized that that is the feedback we got from the field enforces us to change certain decisions. Some teachers, for example, were not necessarily engaged that, you know, we assumed, oh, the topic is done in a very interesting way, delivery methods, blah blah. So teachers will be all over it and some teachers were just not interested. So we introduced the incentive system to teachers and not necessarily financial aid, but non-financial as well, and that did change their engagement a lot. I have to say also data that we collected through. So we did at the first part of it, remember, this is a nine year project. The first part of it was evaluating the performance, how our teacher is doing, how are the students, you know, later on, what are the students learning, how much they're learning, etc.. But just recently and I hope I get somehow later on, we get the chance to launch or talk about the findings of the impact assessment that was done because recently, just this year, two months ago, the impact assessment of all the students who started at seventh grade and now are in the second year of university, they took those students, compared them with the students who are a little bit older. So third and fourth year at the university and just graduated. And they found a huge difference in their knowledge and skills and attitude of those kids who started at seventh grade. So, I mean, this is this is it's like, yeah, it's a it wasn't a it was we knew that we could feel and sense it throughout our, you know, fieldwork and talking with the teachers and parents and students. But when you see it in data, both quantitative and qualitative data, it's different. It's it validates everything that you've been doing.

DEEMA BIBI: Thanks, Tendekai and then Heidi.

TENDEKAI MUKOYI: Yeah. Oh, thank you. In Botswana, teachers are supposed to do remediation. There is remedial time that is on the table, even though the teachers have not been doing it. So what we are bringing

in, we are saying at the time that had been allocated by the ministry for you to work with students that are lagging behind youth teaching at the right level, that is number one. And our work is data driven. Before we work with children, we assess them. We all do baseline assessments to see the level which they are at so that we can be able to meet them at the point of need. We can be able to do targeted instruction. Then we have a meet line and then the end line. What we have seen with this results because we've shared the results with the teachers, with the schools, what we have seen with these results, they've really helped us in getting the uptake of the program in the schools because teachers are seeing what is possible. Teachers are seeing the students that they relegated to be a D student or in each student within 30 days. That child is able to add that child is able to do multiplication, something they never thought. That's how to be able to do and what these results have done, because we have done in a bit, we are in the process of doing an AB testing on the teacher perceptions as well, on the learning of the child. We are realizing that teachers perceptions are changing when they see the rapid results and the learning gains that the students are performing. Their perceptions as well to the program have changed. To say this class where people are doing chanting ice breakers, sticks and stones. It's actually bringing a change to the life of the child because at first there's resistance. Why do we have to do ice breakers before a lesson? Why do we have to use sticks and stones? Why do we? But now, when they see the results, I think results really work well in building momentum, whether it's at school level or ministry level.

BRAD OLSEN: Thank you. Heidi.

HEIDI ROSBE: Yeah, I'll just say shortly. So the example I was giving of working with teachers in Iraq. One piece is that this is integrated into the first two weeks of the school year. So we're not really asking teachers to do extra. We're asking to do different. But that's still something that requires a shift. Right. And one of the things we did find out of the pilot was that there was a bit too much. So some things need to be pulled back to make it more easy to actually get through all of that curriculum. But something interesting on measurement. So after the pilot, we as we were running all of the the, the monitoring and evaluation of that. But as we moved into the expansion phase, this is all run by the Ministry of Education that's taking that forward. We do hope over time that we can. Do you know what point in time is the best moment to do a full on impact evaluation? And that's something we're hoping that is in the future. And also questioning, where do you do you wait till it's fully at scale and see where. How does quality at scale maintain itself? All of those pieces. The other thing that I think is just a little bit of a shift, but I think is also important is what does measurement and learning and evaluation look like of the process itself? And we're thinking about systems change and sustained impact. And all those pieces, though, as we all know, this is what we spent many years all together looking at. But it's very hard to really look at what are the best ways to measure that. So this is more an open question to the group of, you know, more bright ideas. Please share.

BRAD OLSEN: Yeah. Thank you. And, you know, it reminds me that I think a lot of the work needs to be longitudinal. It needs to be mixed methods. It needs to be locally driven. In many cases. It needs to look at how effects on communities and families last over time. I'm so sorry, folks. We're out of time. I want to say that it seems to me that education quality requires by definition, equity, and equity by definition requires relevance, and relevance by definition requires demand driven initiatives that are thoughtfully and carefully scaled for systems impact. And so I couldn't be more honored to have shared the stage with the three of you all and to learn more about these really impressive initiatives. So thank you so much. Thank you. Thank you all for.

JENNY PERLMAN ROBINSON: Good morning, everyone. We're so delighted to have you here with us today. We're going to change it up a little bit and do something different called a World Cafe. So as you can see, there are and sorry, the livestream is going to be paused for the next 40 minutes. So everyone, online, we hope you'll join us at 10:40 Eastern Time. But as you can see, there are posters around the room that give more details..

JENNY PERLMAN ROBINSON: I think we're starting. That is my cue. Well, welcome back, everyone. I hope you all enjoyed the World Cafe and learning more about the individual cases, as well as the scaling labs that were accompanying them and learning alongside them. And if you are interested in more details, we not only will have the coffee break after a while, I encourage you to to speak with our partners who are here. But also, as Brad and Omar mentioned, there are copies of the summaries of each of the case studies as outside, and

they can also certainly be downloaded online as well as a full report with much more information and details. I also want to extend a very warm welcome to our virtual audience for joining or rejoining us now. And in particular, I just really wanted to extend a welcome to our scaling lab partners, many of whom are certainly in the room, but around the world, many of whom are joining us virtually. I was really amazed to see the total numbers of partners who've been participating in this collective learning process over the past five years. There have been more than 750 individuals who have been actively and continuously participating in this scaling and system change transformation conversations over the past years. So just a warm welcome to you all. I would like to remind you all that this session in particular will have simultaneous interpretation in both English and French. I know a number of you probably didn't grab a headset because the conversation to date has been in English, but if you don't have one, you'll want one now because one of our panelists in particular speaks French. So unless you're fluent in both English and French, please take a moment. Feel free to go outside right now and grab a headset there, out there. Just a friendly public service announcement to please return them at the end. So great. I see a number of you all grabbing your headsets now. Channel eight will be for English and Channel one for French, so feel free to set that depending on the language. So it is my absolute pleasure to introduce our esteemed panelists who are with us. And this session is really to dive a bit more into the recommendations on the report. So how do we think about taking all of these findings and insights and lessons forward, both in each respective country and initiative, but certainly those others who are out there working to, you know, scale and sustain the impact of the innovations, the initiatives that you all are part of. And I just want to say personally, how thrilled am to be sharing a stage with all of you? It really feels like a family reunion, right? It feels like a family reunion out here. It feels like a family reunion looking out in the audience, one that you really want to be at. And so it's just really, really such such a pleasure. And it's hard to believe that it was more than five years ago that we started all this work together. Right? And I just keep reflecting on what a tremendous amount has been achieved, again, in your respective countries, but also across these real time scaling labs and how much we've all learned. And just to say a word on what these real time scaling labs are, I think because it feels like a family reunion, maybe we've been taking it for granted that you all are aware what the real time scaling labs are, but it really was in some ways an experiment that we started with partners around the world more than five years ago to say, Can we come together in a participatory action research process to accompany initiatives that are already in the process of scaling? So even if Brookings and Partners were not involved, these initiatives are in the process of scaling in all different ways within the respective countries. But can we do a few things by accompanying that process? One, can we really learn more deeply about these complex questions we're discussing today around scaling and systems change? You know, we talk a lot about these principles behind scaling and systems transformation, but what are they really look like in practice and what do they look like in different contexts and with different populations and communities? And then secondly, can we take this learning and capture it and try to synthesize it and codify it in a way that it can support these initiatives as they're scaling and to document thirdly, those journeys. So it not only directly feeds back to and informs those initiatives, but that there are also lessons and transferable insights that could be shared with other. So that was really the intention behind these real time scaling labs to learn more deeply about the scaling process, to support these efforts and to document it as it's happening in real time.

JENNY PERLMAN ROBINSON: So without further ado, I'd love to turn it to you all and maybe I'll introduce you from my immediate left and go down the line. To my left, I have Faustin Koffi, who's an inspector general with the Ministry of National Education and Cote d'Ivoire, and has also served as our scaling lab manager with the Scaling lab in Cote d'Ivoire. And most will certainly talk about the focus of the scaling lab there, which is focused on the government led process of adapting, implementing and scaling, teaching at the right level. So another adaptation of teaching at the right level that you heard about, which again is tend to explain this morning, is a remedial education approach that teaches foundational literacy and math by grouping children together according to their actual learning level rather than by age or grade. And it also includes continuous assessment as well as playful and engaging teaching approaches. Cote d'Ivoire was one of the first countries to take teaching at the right level from India and adapt it to sub-Saharan Africa. And as I believe, the first Francophone country to do so. To Faustin's left, we have Barbara Chilangwa, who's an executive advisor with Camp Fed, as well as a former permanent Secretary of Education in Zambia and a scaling lab manager of our lab in Tanzania. And that lab and what you'll hear more about has focused on scaling a Camp Feds Learner Guide program, which is an approach on delivering engaging life skills to secondary school students in Tanzania. But it's delivered in a really innovative way through young female graduates who have just finished secondary schools themselves, and they're empowered and trained and

volunteer to come back to secondary school and teach the life skills program during the school year for 18 months. So Barbara will certainly share more about that initiative as it's been working closely with government and other partner scaling across the country. And then Dr. Ali Yaghi, who is the general manager of the al-Hussein Fund for Excellence in Jordan. And Dr. Ali has been a pillar of certainly the work in the financial education program in Jordan, but certainly all of the work of the real time scaling labs around the world. And as you'll hear from Dr. Ali, the lab in Jordan has been focused on the financial education program that Deema spoke about this morning. This eight year phased roll out of mainstreaming financial literacy across secondary school and all schools in Jordan. And then finally, we have Moitshepi Matsheng, who is the co-founder and program coordinator of Youth Impact, formerly known as Young Love, for those who have been following their work through the years. And as you heard from her colleague Tendekai this morning, she's also, excuse me, been the coast scaling lab manager of the lab there, which, as you heard from Tendekai, has focused on, again, an adaptation of teaching at the right level in Botswana. So, again, more than five years ago, we started this work together. And you fast forward to today and each of these initiatives in a variety of different ways have scaled strategically, reaching many more children and young people with critical knowledge and skills. And as you've also heard from this morning, it has been anything but a simple or straightforward process, right? It's been one has been described where there's been continuous refinement and learning some planned adaptations, some completely unplanned pivots, and reacting to changes in the environment and circumstances. But all with this data driven learning sort of woven throughout. And so while I will only have a chance to scratch the surface in the next 30 minutes or so, we really want to take this opportunity to have a conversation with you all about, again, how do we take some of these findings and insights forward. And then we'll open it up to the audience for some questions.

JENNY PERLMAN ROBINSON: So without further ado, I'd love to start the conversation and I'd say a central theme in the report and one of a primary recommendations is around this question of institutionalization. And by that I mean how does one infuse or embed an initiative throughout a government system? And while that's not the only approach to scaling, right, scaling and spreading happens in all different ways when it comes to education, we've certainly find that if one wants to scale and sustain the impact of an education initiative, it's really hard not to think about integrating into the official system, the policies, the structures, the people, the processes. But what this exactly means and what this looks like is a whole other question, right? And so I think each of you have been involved with initiatives that are doing this, but doing this in. Different ways and it coming from different starting points. So if I think about you Faustin and your Dr. Ali, the initiatives of teaching at the right level, known as PEC in Cote d'Ivoire and the financial education program was really started within the government, right, with the support of many partners. And if I think about the Learner Guide program in Tanzania and I think about teaching at the right level adaptation and Botswana, in some ways it was very much started by actors and partners outside the formal government system. But again, it's like I said, hand in glove with the government from the start. So my question for you all is, as you all had the same ambition to integrate in the system and as you all took different pathways and approaches, what would be one or two sort of key insights or factors you think that were very instrumental in that process of integration and institutionalization? So if it's okay, I'd love to start with you Faustin, and this is where you want your head set.

FAUSTIN KOFFI: [Speaking French]. Thank you very much. Thank you, Jenny. Thank you. It is a great opportunity for me to be able to share our experience from Cote d'Ivoire and the process of scaling up targeted teaching. It all started very fast with national assessments that needed to be conducted that highlighted the very low level that our children had. They had low levels of literacy and numeracy. And so the Ministry for Education had a duty, which is to provide quality education to all children. And that made the authorities of the ministry realize what the situation was and that they needed to find a solution. We tried several approaches and we decided to go for the teaching at a right level approach and in terms of ownership and institutionalization at the ministry was the one that needed to find a solution to this issue that is connected to the learning crisis that we were undergoing. We were very lucky to work hand in hand with partners, and as far as changes are concerned, we were around the same table. So those partners were all around the same table. We were not going to have decisions made only by experts at ministry level. We had all our partners. So NGOs, funding partners, technical partners all together, sitting at the same table. And we started thinking process together to try to address the learning crisis in a sustainable way. And that is how we started with the support of several partners, including Brookings. And then we gradually moved on to scaling it up because we needed to be able to provide a quality education to all children in Cote d'Ivoire. And

that means that when the approach is positive and we have concrete data, we need to be able to use this approach and to provide it to all teachers in the country so that all students can benefit from it. This is why we decided that we needed to learn from this scaling opportunity and that we were very happy to be accompanied by Brookings. We can say that we worked with several partners, so financial partners, technical partners. But the ministry's ownership over the approach means that the technical component that we had a very, very beginning translated into an assistance contract. We are independent enough now. To have our own approach. We have TARL Africa and Abidjan with us. So with assistance contracts that are signed with us because they have already transferred all their all the necessary skills for us to make this sustainable, to gradually scale it up, since our scaling up plan has been drafted and we have recommendations to be able to provide all children in Cote d'Ivoire access to quality education. So this is what can be said about what we have been doing.

JENNY PERLMAN ROBINSON: Thank you so much, Faustin. You know, I'm struck by so many of the salient findings that we identified right throughout the past few years that you just spoke of the importance of starting with the problem. Right. How the government really started with this assessment of what was the challenges face? What were really behind the learning crisis, which is certainly not unique. to Cote D'Ivoire. And then thinking through a menu of different evidence based interventions. What might be possible to address that, and as you said, starting to experiment and perhaps starting small and as through learning and iteration changing along the way. So thank you for that. And then this notion of government ownership and and certainly government led, but with the diverse stakeholders around the table. And I'm struck with, you know, very much, I think one of the intentions of the Real-Time Scaling Lab and what you spoke about the diversity of partners, was how do we try to bring the system into the room, recognizing that we all just see one part of the education system and have various roles to play. So how do we think about bringing those various partners around the table in support of a shared, a shared goal? So thank you for that, Dr. Ali. Could I turn to you?

DR. ALI YAGHI: Certainly.

JENNY PERLMAN ROBINSON: So if you were. Yes. Same question. If you were giving, say, a piece of advice to someone looking to integrate an initiative from outside within the government system, what would you share?

DR. ALI YAGHI: When I first. Good morning, everybody, and thank you very much, Jenny, and thanks for the booking team. Let me tell you about our experience and perhaps that will give you an idea how we started and what the approach we have taken. Now, we are all aware of the financial international crisis that happened in 2008. Now, actually, those two crises triggered all governments, leaders and educators of the importance and the pressing need of financial awareness and financial literacy among the societies, among all sectors of the society. Now, and that's why that time, many organizations and the programs have started in 2009 onward to create financial inclusion strategies, financial awareness strategies and so on. Now, some of the organizations that started to create the financial strategies and financial awareness was AFI, the Association of Financial Inclusion. They always see these thought as some programs of creating financial literacy and financial awareness. And actually the idea was, is to be able to overcome any potential or any possible problems that might occur later on. Now, that's why many countries all over the world started their own national financial inclusion strategy. And one main pillar of that strategy was financial literacy and financial education. In Jordan, we started our financial first. National Financial Strategy was launched in 2008 for two years, and one of its main pillars was the creating financial awareness among the among all sectors of the national of the Jordan Society. But actually, our program started well before that started in 2014 and 2014. We had really a visionary, a strong central bank governor, and he picked the idea and thought that Jordan should start its own financial literacy program. And I remember in 2014, before we launched that program, we did some study across all the region and even the world just to look at other experiences of national strategy as a national financial literacy systems. And all of them were probably bubbles here and there. But he wouldn't accept that he wanted something to be really inserted within the educational system of Jordan. That's why he gathered all possible stakeholders and beneficiaries, and we had many meetings before that. He tried to convince every potential stakeholder of the benefits that they are going to get out of that program. So for educators for Social. Government organizations and non-government organizations and for the Ministry of Education. And at that time we called Deema from INJAZ because she

was recommended, INJAZ was recommended as one of the pioneers of organizations in Jordan that can implement a program like that. And we had a meeting now after that meeting. Let me mention something now. All that governance and networking needed actually the financial support. So we gathered, we had a meeting with the banks or the government had a meeting with banks in Jordan and said, Look, guys, we want to increase financial inclusion in Jordan and you're going to benefit out of that because at that time the banking and the bank and community in Jordan was 24%, 24% of the Jordanian were bank were banked. But he thought that financial literacy wouldn't increase that community. And that's why he asked all banks in Jordan to contribute 1.5 thousandth of their income, local income, to that project. Of course, later on he asked the banks to add actual to increase the to 3,000th of the okay 3000. Probably we think of the thousandth. That's what no. When you talk about banks, the 3,000th can really cover a project like that. Now, afterwards, directly, I remember the governor wrote to the Prime Minister and the Prime Minister, they created two main national committees. One of them is the National Steering Committee for the project and another one, the technical committee of the project. So if we talk about our project, actually it was thought, well, not force what it was really pushed to from top down. Okay. It was built later on, bottom up. But the actual decision and the actual policy and the actual governance and networking was done from top to bottom. But then we started building the components, the the legal parts bottom up until we achieved the project. Now, when we started the National Financial Inclusion Strategy of Jordan in 2018, now with the we didn't have to create that pillar of financial education, we just took that project and inserted within the strategy. Now, in 2020, we have started a new strategy and again, that program is part of that strategy, as Deema mentioned this morning. By December 2022, we have finished the second phase of that project. We have delivered all the curricula and the whole material of the project to the Ministry of Education, but we have signed a new agreement to extend that project for til mid 2026 because we wanted really to update our curricula to include in new topics in finance like the digital economy, digital financial techniques like green economics, like eco economics and so on. So our project I don't know whether this gave an idea about how we.

DR. ALI YAGHI: Absolutely, and it makes me think I mean, you mentioned that Jordan really benefited from having leadership and political commitment at some of the highest levels. Right. The central bank governor, the prime minister, alignment with the national policy of financial inclusion. So a lot of these sort of core ingredients, if you will, were in place. And maybe, Barbara, if I could bring you into the conversation, I'd be curious sort of camp sense experience along those lines of cultivating champions and policy alignment.

BARBARA CHILANGWA: Thank you very much for the opportunity and thank you to Brookings for meeting us here in Brookings instead of Morogoro or Dar es Salaam. We have been meeting the before the COVID outbreak. But yes, the model, the comfort model of the limited guide is that in a different way. In fact, almost the opposite of what was happening in Jordan, in the sense that the learner guide is homegrown, a grassroots level and designed organically by communities themselves. The girls that comes with support through school, secondary school come back to their. Schools could begin to sort of as well mentor the girls in the school that are learning there and deliver a life skills program that sort of helps the learners to navigate the barriers that the girls also faced as they were going going through school. So our approach took that into consideration. We wanted to ensure that because it is home grown and very aggressive out, our route for integrating it into the system should also be rooted in the in the grassroots. And what happened then was that we realized that we needed to have to work with local knowledge champions, those champions in the areas like district education officials and elected officials. Also the teachers and head teachers who, first of all were familiar with the impact of the of the learner Guide program itself, but also who would sit in policymaking bodies at that level. And they would reference our work in their meetings. They will connect us to opportunities for integration, and also give us an idea of what components of the linear guide would be easily integrated into into the national system. So our champions, based in the rural areas where we're best allies, but we also realized that the nature of the learner guide itself is that it is broad based and cut across several ministries. It was not just embedded in the Minister of Education, but as the Minister, the Minister of Youth, the Ministry of Community Development. So we also needed a Multisectoral photo team that would help us with it with the integration. We then realized that while at grassroots level that would be fine, but we needed also other levels and multiple levels also important in the sense that the middle level structure of governance is quite critical in issues of of integration, because we realize that at top level official sort of the targets of changes when there's a new government, for example, and focusing a lot at the top level would sort of be problematic for us. So we also realized that we needed to engage with middle level officials as

well. They are the technocrats of the role. They're the ones that sort of advise the ministers and the permanent secretaries, and they're the ones also that connect the lower level to the to the top level. So they are also a critical level to engage, engage with as as so we would have champions at the grassroots, champions in the middle level. But also we realize that top level is also important. And Ali was saying and we knew that and the centralized nature of the Tanzanian government required that we also engage top level management because most of the decisions are made there. And if we fail to capture attention at that level, we will have a problem. So and I have an example of our biggest champion at one point was the permanent secretary himself of the Ministry of Education, Science and Technology, who after visiting our really good programs in the field and witnessing also the impact of the renegade sort of facilitated the approval, at least a partial approval of the learning materials of the limit guide for use in schools that we are partnering with with comfort. And then we were advised that we needed to go through a process of adjusting and adapting the program and getting it through the Thai officials so that we can meet the requirements of government with the made better world curriculum, which is at the center of the renegade program so that no one size fits all this multiple entry points. And also the. That we need be strategic partnerships as well. You know, for integration, you need to be led to where the authority lies in some of the processes. So we needed to ensure that we garnered the right partnerships to help us find root location in the system.

JENNY PERLMAN ROBINSON: Thank you so much, Barbara. So Tshepi, I'd love to turn to you. What sort of a key learning or insights? Youth Impacts Journey in Mainstreaming Integration.

MOITSHEPI MATSHENG: Thank you so much, Jenny, for that question. And to Brookings, right? This work began five years ago to really document and put the key pieces together and reflect together on our scaling journey. And when I hear from Barbara, Faustin, and Dr. Ali, we all share a lot of similarities. But one of the two things that I can mention that are very particular to to our experience. So first, you know, as an organization, we are an NGO. We have, you know, signed a memorandum of understanding with the Ministry of Education and Skills Development to be able to scale to all primary schools in the country. So, you know, by the year 2027. So to date, we have reached 25% of primary schools. So we still have a long journey ahead. One of the main key things that I think is important is that, you know, we implement the teaching at the right level, our program. But after a ten, one is able to see, you know, visible results under a short time frame. And that really encourages teachers to see that there's actually progress, that learning is actually happening and use these results to actually make decisions around moving our students to progress to another level or actually even, you know, focus your attention on the child if they still are still growing in a particular subject. So really using data for immediate decision making, you know, changes teachers perceptions so that they actually know that it's it's working and the government is excited about it because, you know, everyone wants learning to improve. Right. And that's, I would say, a common ground for all actors. Another thing that we really learned from this experience is the importance of following the leader or having champions, especially at regional level. So very much, I would say at head, at headquarters, this is where policies are happening. These are where our convenings ought to be taking place. But when you come to the region, the regional directors have, you know, the power to make decisions on policy as well as programing. And if you have champions within that regional level, you know, they're able to inspire teachers to do more. They also able to co-create goals with school heads to be able to really, you know, get the program up and running and hold teachers accountable for that and to actually deliver it. So one of the big insights is to really focus attention and follow the leader. And what we have done and what it actually means is that we are working with our regional directors that want to see the program implemented in their particular regions. But also it's important, you know, that they're the champions and really make sure that it's actually embedded within within their structures. And this is really, you know, Jenny, you know, shown us that it can work. We have regional directors that really love teaching at the right level that, you know, they champion it when they're talking to their bosses, when they want to actually, you know, inspire teachers to do more. They really have experienced, you know, the magic of the results and also the power of teaching of the right level that they do. On it in a such that they can, you know, push towards. Progress.

JENNY PERLMAN ROBINSON: Fantastic. Thank you. Well, I know we're going to open up for questions in a moment, but I'd love to just ask one more quick question, at least of one of you, if not all. So Faustin, I'm thinking about how all the panelists spoke about the importance of aligning with policy and national priority, the importance of champions at various levels, right, of not only the government system, but also outside of the government system. But if I may put you on the spot, sitting in government, there's a lot of good

initiatives. Out there. Right. And a lot that's aligning with these national policies and a lot that have the incentives in place. But how do you how does the government think about identifying and thinking about which of these initiatives might make sense to take up within within the government structure messaging?

FAUSTIN KOFFI: Thank you, Jenny. Well, if I look back to, you know, need to make the right decisions, we need data. So it's important to have data in all our processes. So we assessed the various approaches that we had tested out. So there were a pilot programs for four different approaches. And then at the end we assessed there was an external assessment actually that showed results. For some, the results were acceptable. For others the results were quite poor indeed. But the teaching at the right level gave the best results. So it was based on this rational data that we could tell the decision makers, These are the results that the programs had. And that's it's on that basis that the choice was made. But so to repeat myself, the data was at the bases of everything and in the field we knew how to implement the processes. But if you don't take the time to collect all the information that can help in the decision making process, afterwards, things become more complicated. And that's where in the past we have had issues. As I said before, we carry out various experimentations, but that didn't really need to any good results because we did not have this wisdom to collect the data to help us. But when we chose the tool teaching at the right level, we understood that in order to implement this program, we needed to have simulations to show that the government of Cote d'Ivoire, if we choose teaching at the right level and if we want to scale up, these are the conditions in which to do this. So this was the importance of data. So we need to go through this simulation process to present to the government that by 2025, 2027, in terms of predictions, this is the number of children that will be better trained, trained. This is the number of teachers that will have to be trained. And this is all the material that will support the process. So this is we costed the whole process and this allowed Cote d'Ivoire to engage in this process and invite a get around the table, all the relevant partners and present to them a partner project to deal with this learning gaps and the partners. So indeed the justification for what we were presenting and therefore they accepted to support us in this journey.

JENNY PERLMAN ROBINSON: Thank you so much. Appreciate that. I want to open it up now because I know we're getting short on time. We had a few questions that came in online that I'll certainly try to weave in, but why don't we start by opening it up to our our audience here? And if you wouldn't mind introducing yourself as well. Yes, please.

AUDIENCE MEMBER: Hello. Hi. Cameron Busacca. I'm a student at the University of Maryland, and I'm doing my research, my dissertation on scaling. And I'm curious if you could speak about the kind of the issue of ownership. So obviously, when it's coming within the government, right, then. There's how do you. Pass on ownership to. The local levels or to these other actors. And in the other direction? It sounds more like in the Fed when it's starting at these. Local levels, how do you pass on ownership to individuals within the government. Or other local levels?

JENNY PERLMAN ROBINSON: Great. Thank you.

BARBARA CHILANGWA: Thank you. That's a very interesting question. My question, I think that we also grappled with at the beginning of of of this particular program and we thought of that because Scaling lab itself is a combination of stakeholders that represent various institutions and organizations. They themselves sort of guide us as to, first of all, how we can achieve an integration and which components of a program would be easily scaled. And for us, that's how the ownership aspect comes into the implementation of the program, because we allow the members of the real estate to own the process, they will guide us. We think that for the limited guide, it is the material curriculum of the world that is sort of the government would be attracted to integrating. It is also material that they think can easily align with materials that the government is producing around around life skills. So we take advantage of processes in government of them developing guidelines, for example, or curriculum for their own life skills and embed our own life skills, a component into that. And there's a very good example in Tanzania, where the government was developing a life skills program under a World Bank funded project called Sacred. And in that program they were developing content for that for that particular curriculum and the learner Guide program curriculum of my brother, it was readily available. And so that opportunity sort of helped us to sort of gradually hand over the content in to government in the sense that the we sort of were ready or available. We had the material already available working, working on the technical committee that was developing that. That curriculum worked very well for

us and for us. That was a good entry point for sort of transferring ownership to government. So giving that one example.

JENNY PERLMAN ROBINSON: Thank you, Barbara. Any other responses?

MOITSHEPI MATSHENG: Yeah, I'm happy to take that. So, you know, I think in the initial, you know, early stages, I used to think that, you know, you develop a program and then it's going to, you know, after the pilot stage, you can hand it over to government, you know, to fully own it. But I think the more we are working, the more we are realizing that, you know, they ought to be systems of support, even within, you know, the ownership of, you know, government taking over program. So what we do is we actually have a team that's dedicated to supporting government and government implementers as well as government staff. You know, even throughout their journey of scaling, teaching at the right level. So we have, you know, subregional offices and regional coordinators that are that sit within the government offices to be able to provide that technical support. We've also are in this journey. We're now we are working with the government to train them on implementing and delivering training to other teachers on teaching at the right level, which is an interesting journey now because it has, you know, really shape shifted how we started where, you know, youth impact used to be the primary technical leads on training, but now we're actually starting to build, you know, this within the government for them to be able to train their own teachers as. And we believe that if this continues and we are also seeing that, you know, government is taking this on as success, looks like they are the ones leading right to the trainings, but also needing the monitoring and all the other aspects. You know, that's the level of ownership we want to get to. But I think it's also important that we do also provide that support in their journey to, you know, full ownership and integration.

MOITSHEPI MATSHENG: Yes, Doctor.

DR. ALI YAGHI: Please take a quick note here, please. I think in our program it's nationally owned and indeed it's National Financial Education Project for one reason. Just to comment on what posted just said earlier, for example, over the last nine years, we had changed five ministers of education, but the program kept going to say it's a national program and each one can claim that it's that it is his or her own program, for example, INJAZ and Minister of Education. We have developed the curriculum together and with implementing that we are training the teachers and song for banks. This Oh no, we are we the program is ours because we're providing the support now for the Ministry of Planning and Ministry of Finance only. This is our program. We're supporting it because it's going to create financial awareness. So everybody, that program is indeed it's a national financial education project. It's owned, but nationally, and I think that's okay. It was I wouldn't say it was hammered, but that's how it was built and that's how it was designed.

JENNY PERLMAN ROBINSON: Thank you. Thank you both. I mean, I'm struck by all the are all three of you and I want to see Foster. And would you like to add anything?

FAUSTIN KOFFI: Would we? Yes, indeed. I just wanted to say that in terms of ownership, even if Cote d'Ivoire, we adopted teaching at the right level in its implementation as any change process, there are difficulties. And one of the difficulties was that the teachers had the impression that they were asked to do extra work. So we need to help them understand that this was a new approach that would lead to better results. But beyond that, we have to see that the ownership in and of itself of the whole process comes. This stems from the ability of the Minister and the minister, all the ministries to this to convince all the stakeholders along the line to say that when we have a goal to reach, our goal was to improve all the schools. When we assess our kids in terms of literacy and numeracy and that each one of the stakeholders be aware of their own role within this production line, if you will, and that if through the meetings that we have carried out and through the various institutions that we set up to, to create the teaching at the right level because we created steering committees and monitoring committees. And since this is monitoring the teacher, when he sees that people are that there's the oversight over their work, this brings pressure to bear on the teacher. But so at the outset, they feel that they were asked to do something extra. But at the end of the day, they understood that this helps us to reach our goal and everybody gained ownership in the whole process.

JENNY PERLMAN ROBINSON: Thank you so much. Do we have time for. No, we don't have time at all. See, I knew this was going to be my challenge. We could stay up here talking all afternoon. Well, I certainly hope the conversation continues outside and online. And certainly, as we say, this is a scaling journey. While this is sort of the culmination of the findings from this phase of our partnership together, it's certainly not the end. And we're continuing to learn together. I just want to say, I mean, there's so many points that were raised on this panel that are things that we learned from all of you all. And I was just reminded and struck by them, I think, this idea of the need to cultivate and sustain champions at multiple levels of the system. And I know Barbara and Tshepi particularly talked about the importance of that middle level and navigating these changes in leadership over time. And certainly those who are working closest in many ways to the issues, this notion of fostering collaboration and ownership. Thank you for that. Great question. You know, we talk sometimes about policy adoption and how important that is, but we also know policy adoption doesn't automatically translate to changes in the classroom. And so I think, Dr. Ali, your example of that level of ownership across the system is so critical to really see that that change. And certainly, you know, this notion of data being central to decision making, but data also in terms of visible results. Right. I mean, I think we heard from you, Barbara, with the permanent secretary. We heard from you today with the teachers in the classroom, how important it really is to see that visible change. So, so many, I think, wonderful insights and nuggets for us to all take forward. So I want to thank you for so much and all of the colleagues that have been part of this initiative to Ahlan Simsim and our partners in the Philippines who are certainly here with us in spirit, but not here with us this week at Brookings. And thank you all so much. Again, just the beginning of this journey, learning journey together. Omar, I'd love to turn it over to you for closing remarks.

GHULAM OMAR QARGHA: Well, thank you all. This was a wonderful panel, the previous panel and the World Cafe. Thank you all for coming and being part of this journey. I hope that today a small window was opened for you to see five journeys and six journeys in our book of scaling or in our report of how small initiatives or large scale national initiatives grew and what that journey looks like in terms of its complexities, its adaptability, its patience. I think two points that I want to highlight towards the end as a takeaways that I'm taking with me is that at the heart of these journeys is a desire to make education more relevant, more quality. Increase the quality, increase the equity. And all of these initiatives are addressing a particular problem in their contexts. There are purpose driven initiatives that are that peg the energy that all of these partners have brought to address that large scale SDG goal that we all have of quality, relevant, equitable, inclusive education for all. We see that it's possible to to make this journey towards this larger international goal that we have. But a key component of that is collaboration. And we're thankful for all of our partners for helping us learn through this process, opening up a window for us over the last five years to do to be part of their journey as we try to see how scaling happens. And what we're learning is that at the heart of this, it's contextual understanding your context. It doesn't happen in a vacuum. Understanding your purpose, understanding where you're doing the innovation, why you're doing it, who is involved, and how all of this comes together for us to to reach that larger goal. And then this process of data and research has to be collaborative. It has to be action based research, participatory research in which we all come together at international level like this, but more importantly, at the local level, where you have all of your partners that you've brought in to have the different perspectives. And because education is complex, it's it involves everybody, it affects everybody at Project nations and to future in terms of where they're going. And it could create problems as well if it's not done right. My background is from Afghanistan and I see the situation in there and how not engaging everybody collaboratively and having all the stakeholders around a table can create problems in terms of decisions that harm millions of people. So thank you very much. I would like to thank every one of you for joining us here today. I would like to thank our virtual audience and I would like to extend a special thank you to our CUE team, to our Brookings team, especially to Molly and Maya, who worked tirelessly to put this together, this convening to Nica and Tracy and and Quenton for helping out. And these days, thank you very much. None of this would have been possible without all of this collaborative work within CUE. So I'm not going to take more time. We have we have coffee and the same place that we had it previously for you to continue mingling and we have about 30 minutes for that. And I have one special request for all of our lab members to please come up to the stage. We have our wonderful photographer and thank you for the interpreters. That was really helpful. And our graphic designer who made all of these nice posters possible so that the lab members could come up, will do a joint picture, I believe. Thank you all.