

GLOBAL PARTNERSHIP FOR EDUCATION KNOWLEDGE AND INNOVATION EXCHANGE (KIX) ANNUAL REPORT 2019-2020





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About IDRC

Part of Canada’s foreign affairs and development efforts, the International Development Research Centre (IDRC) invests in knowledge, innovation, and solutions to improve lives and livelihoods in the developing world.

About GPE

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

About KIX

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

Acknowledgements

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Cover photo: GPE/Kelley Lynch

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INTRODUCTION



Photo: GPE/Livia Barton

UNESCO estimates that 617 million children—nearly all in low-income countries—are not achieving minimum proficiency levels in reading and mathematics. To overcome this, education systems in the Global South require better and more effective teacher training, more gender equity, better learning processes and more efficient ways of using evidence to better inform planning in the education sector. All of this will help achieve the UN’s Sustainable Development Goal (SDG) 4, which aims to ensure “inclusive and equitable quality education and promote lifelong learning opportunities for all.” A key way to hasten progress is by addressing knowledge gaps, improving access to evidence, and strengthening systems that support the generation and uptake of evidence and innovations in the Global South.

The Global Partnership for Education Knowledge and Innovation Exchange (KIX) is a global response to these challenges. With a budget of over US\$75 million, KIX brings together 68 low- and middle-income partner countries to identify common policy challenges and facilitate knowledge sharing and generation to build evidence. It supports the scaling of promising innovations and strengthens partners’ capacity to address these challenges. KIX is the largest fund solely dedicated to bridging the knowledge gaps that undermine education systems in developing countries.

HOW KIX WORKS

KIX is designed to be shaped by demand from national governments and driven by what countries consider to be their principal education policy and programming challenges. KIX facilitates knowledge sharing among country stakeholders to enhance their education systems using relevant evidence and actionable research.

Key components of KIX include:

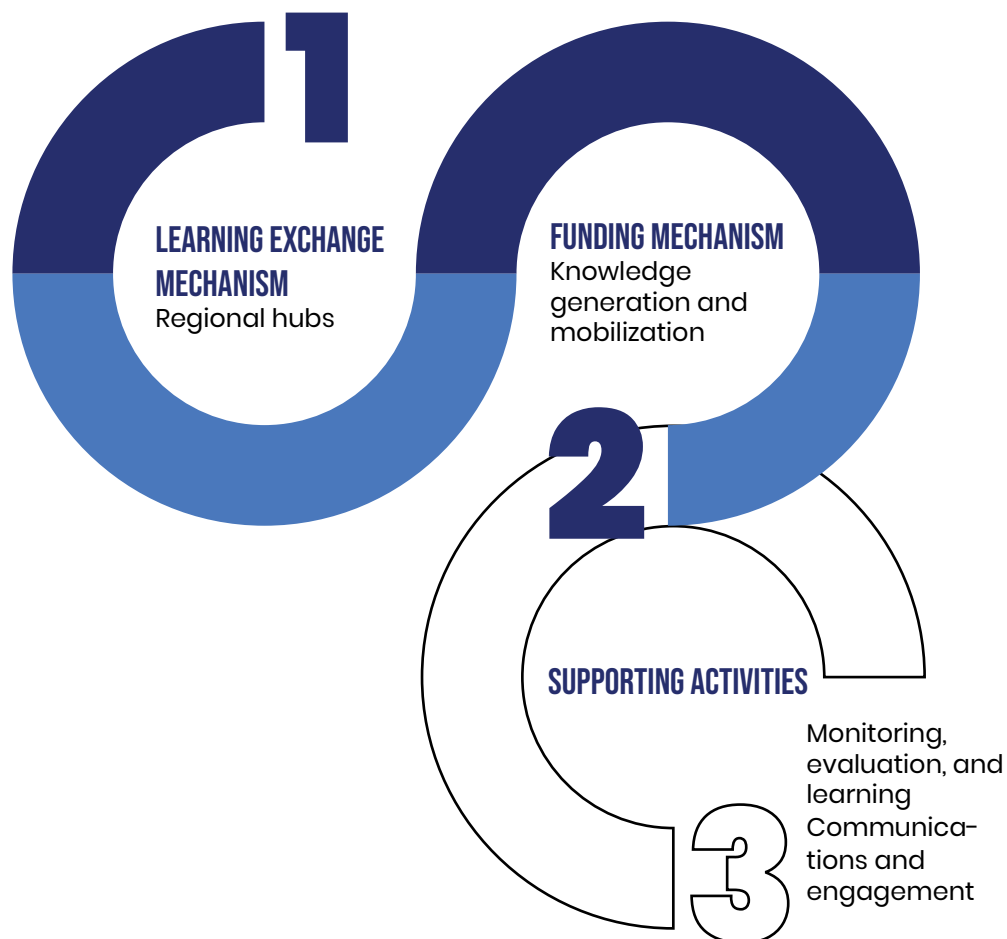
- 1 The learning exchange** mechanism, which brings together representatives of national education systems in four regional hubs to share information, identify best practices, and guide regional priority-setting processes, among other things;
- 2 The funding mechanism**, which provides research funding at global and regional levels for knowledge generation and innovation, and to learn how to scale proven approaches to education; and
- 3 Supporting activities** that complement these two mechanisms, including a monitoring, evaluation, and learning strategy and a communications and knowledge mobilization strategy to enhance the visibility of the work KIX does, share the evidence that emerges, and encourage research uptake by key decision-makers in the education sector.

FIRST YEAR PROGRESS ►

Photo: GPE/Kelley Lynch

Our first year (April 1, 2019–March 31, 2020) focused on establishing firm foundations for KIX. Most importantly, this included selecting learning partners to establish regional hubs that will coordinate knowledge exchange and learning activities, and launching our first calls for project proposals. As supporting activities for core KIX programming, we also began to develop plans for monitoring, evaluation, and learning and for communications and engagement.

KIX ACTIVITIES



MILESTONES 2019-2020

JUL
2019

Calls open for global projects and regional learning partners to lead the KIX regional hubs

DEC
2019

Regional learning partners and global projects selected

MAR
2020

Organization leading KIX research on scaling selected

OCT
2019

Call opens for KIX research on scaling project

FEB
2020

Scoping for KIX regional calls begins

APR
2019

Program launch

APR
2020

First KIX grants begin



▶ LEARNING EXCHANGE

● KIX LAC HUB

Dominica, Grenada, Guyana, Honduras, Haiti, Nicaragua, St. Lucia, St. Vincent and the Grenadines

Led by SUMMA, in a consortium with the Organization of Eastern Caribbean States (OECS)

● KIX AFRICA 21 HUB

Benin, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of Congo, Djibouti, Guinea, Guinea-Bissau, Madagascar, Mali, Mauritania, Niger, Republic of Congo, Sao Tome and Principe, Senegal, Togo

Led by L'Institut de la Francophonie pour l'éducation et la formation (IFEFF), in a consortium with L'Agence Universitaire de la Francophonie (AUF); la Conférence des ministres de l'éducation des États et gouvernements de la Francophonie (Confemem)

● KIX AFRICA 19 HUB

Eritrea, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, Somalia (Somaliland and Puntland), South Sudan, Tanzania (mainland and Zanzibar), Uganda, Zambia, Zimbabwe

Led by UNESCO's International Institute for Capacity Building in Africa (IICBA), in a consortium with UNICEF's Regional Office for Eastern and Southern Africa; African Union

● KIX EAP HUB

Afghanistan, Albania, Bangladesh, Bhutan, Cambodia, Georgia, Kyrgyz Republic, Lao PDR, Maldives, Moldova, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Sudan, Tajikistan, Timor Leste, Uzbekistan, Vietnam, Yemen

Led by Network for international policies and cooperation in education and training (NORRAG)

REGIONAL HUBS

“KIX is beginning to establish a presence and generate interest across these four regions.”

Regional hubs are the core of the KIX design, acting as the primary mechanism for knowledge sharing. Each hub is a regional forum that facilitates knowledge exchange, learning, and collaboration among key national education stakeholders. The regional hubs identify policy priorities and mobilize evidence to inform national policy debates and sector planning processes.

OBJECTIVES

- 1 Foster demand-driven regional knowledge exchange and build the capacity of hub members to identify, use, share, and mobilize evidence related to priority policy challenges.
- 2 Produce relevant knowledge and evidence syntheses and disseminate to relevant actors.
- 3 Mobilize regional knowledge and evidence uptake.

SELECTION

Four regional hubs were selected this year, expanding from an original plan for three hubs. One coordinates activities in 21 Francophone West and Central Africa; one for 19 countries primarily in eastern and southern Africa; and one in Asia, Europe, the Middle East and North Africa, and the Pacific Islands. A fourth hub was selected to lead exchanges in Latin America and the Caribbean (LAC), recognizing this region’s distinct identity and unique challenges. A call for expressions of interest for KIX hubs, launched in June 2019, received 81 applications by the August deadline. Following two rounds of internal review, 11 shortlisted proponents were

invited to develop full proposals: two for LAC and three for each of the other regions. The winning proposals were selected based on comments, scoring, and discussions between IDRC and GPE.

IMPLEMENTATION

The regional learning partners who will manage each hub are key global and regional organizations in education, with a long track record of being influential and important catalysts in supporting educational development. They bring with them important technical, social, economic, and political capital that will support GPE partner countries in strengthening their national education systems. Partner countries will play a key role in identifying and validating priority areas in education. Since the launch of hub activities this year, they have indicated their willingness to support KIX activities at national and regional levels. While still in early stages of implementation, KIX is already beginning to establish a presence and generate interest across these four regions.





FUNDING



HIGHLIGHTS

KIX funds projects at the global and regional levels for knowledge generation and innovation, and to scale proven approaches to education challenges. Our biggest milestones this year included the launch of funding for global grants and research on scaling. While projects funded through the global grants call will generate and mobilize knowledge to support the scaling of successful innovations in education, further research on and with these projects will focus on extracting broader lessons on the process of scaling educational innovations.

Both calls for proposals attracted a large number of applicants, indicating a high level of interest in KIX. Within a short time of its launch, KIX allocated

a significant budget for research and knowledge sharing for education in the Global South. With the launch and dissemination of these funding calls, KIX has gained recognition and cemented connections that will be integral to its success:

RECOGNITION After year one, KIX has established a clear identity and is recognized by key partners, both internationally and regionally, in the field of applied research in education.

CONNECTION A growing number of local, regional, and global education stakeholders are now directly linked to the work of KIX through different projects and collaboration modalities.

GLOBAL GRANTS

Numerous innovations have been implemented to address education challenges in the Global South, including in GPE partner countries. However, most have been applied at a local or national level; relatively few of these successes have been scaled in a deliberate fashion, with lessons documented to inform others. KIX global grants aim to identify which proven education innovations work across different contexts, who they work for, and how these interventions can be successfully adapted and scaled for better impact. Each of these projects has identified an innovative approach with positive results in one context and is seeking to understand how this approach might work in others.

OBJECTIVES

- 1 Generate knowledge and evidence to support the adaptation of proven innovations to address key education priorities in GPE member countries.
- 2 Mobilize research and knowledge to support the scaling of these proven innovations.

THEMATICS

KIX global grants aim to develop, test, and apply ways to scale innovations that address core education issues: teaching and learning, early childhood care and education, equity and

inclusion, gender equality, data systems, and learning assessment systems.

SELECTION

We launched a call for proposals of multi-country, multi-regional projects on “Strengthening education systems with proven innovations in developing contexts” in July 2019. In October, 192 proposals were received from 278 different organizations, spanning 65 GPE countries. An independent panel of experts from institutions across the globe convened to assess and rank shortlisted proposals. IDRC and GPE jointly selected the winning cohort of 12 projects—for a total investment of US\$23.3 million—based on quality, expert comment, thematics, geographic coverage, applicant diversity, and value for money. Nine of the 12 projects have now begun implementation, although adjustments are being made in light of COVID-19. The annex provides a complete list of the projects and the organizations involved in their implementation.

RESEARCH ON SCALING

“This additional KIX project will contribute novel insights on the process of scaling educational innovations.”

To support and learn from the experience of KIX global and regional projects, KIX is also supporting an overarching research project that will extract transferable lessons on the process of scaling educational innovations. A key knowledge gap in improving education systems in developing contexts is how to effectively bring innovations to scale while maintaining their quality, equity, efficiency, and sustainability. Going to scale remains one of the biggest challenges to improving educational access and quality in the Global South. Innovations are not always designed with scale in mind, and lack approaches for facilitating social impact. This additional KIX project focuses on mentoring KIX global and regional projects in their scaling efforts and aims to contribute novel insights to broader discussions on the process of scaling educational innovations in developing country contexts. KIX research on scaling will engage with education system stakeholders to understand the challenges and processes of scaling from their perspective.

OBJECTIVES

- 1 Enhance the quality and results of KIX grantees' scaling efforts.
- 2 Develop new knowledge about scaling educational innovations in ways that optimize the quality, equity, efficiency, and sustainability of impacts in developing contexts.
- 3 Provide conceptual and practical guidance on scaling educational innovations for education policy and planning in developing countries.

COMPONENTS

Action research on scaling

Working with and across KIX-funded projects, this additional tranche of research will generate findings that support grantees and their scaling efforts and develop broader learning about scaling in developing contexts. This component will offer, adapt, and develop frameworks, methodologies, toolkits, or other resources, and mentor 10 to 20 projects in scaling.

Complementary research on scaling

Moving beyond KIX-funded projects, this component examines the factors that do or do not support scaling efforts, drawing on the perspectives of multiple stakeholders (e.g., governments, teachers' associations, teacher training institutions, and the private sector) involved in scaling pathways.

SELECTION

We issued a call for expressions of interest to lead the KIX research on scaling project on October 2019. In December, 81 applications were received, from which five applicants were shortlisted and invited to submit full proposals. In March 2020, based on scores and feedback from an expert panel, IDRC and GPE jointly selected the Brookings Institution. This project is expected to commence in June.



► SUPPORTING ACTIVITIES

Photo: GPE/Livia Barton

MONITORING, EVALUATION, AND LEARNING

KIX aims to be not only relevant and useful, but transparent and accountable for its progress. This year, we began engaging with consultants to design a monitoring, evaluation, and learning (MEL) strategy, to be launched in the summer of 2020. Rooted in a complex systems approach, the design pays close attention to the diverse contexts of GPE partner countries, and the challenges of translating research into policy in these contexts. It also acknowledges that change is not linear and unexpected outcomes need to be planned for. Besides tracking KIX progress, the MEL strategy will be used to generate lessons and adapt activities to ensure continuous learning and improvement.

COMMUNICATIONS AND ENGAGEMENT

Communications and engagement are the main mechanisms through which KIX can effectively share information, results, and learning, while building strategic relationships and fostering an ongoing exchange of ideas with key stakeholders. These stakeholders include: country partners, regional learning partners, local education groups, KIX grant recipients, international organizations, civil society organizations, research and academic institutions, and philanthropic organizations and private sector companies active in international education.

Communications and engagement is led at various levels and by different actors across KIX including IDRC, the GPE Secretariat, and KIX grant recipients.

In this first year, KIX communications priorities included:

- 1 identifying communications needs, goals, and objectives;
- 2 promoting and exchanging key information about start-up progress and qualifying projects;
- 3 encouraging key stakeholders, external experts, and partners to apply to KIX and engaging them in validating, promoting, and sharing information about the exchange; and
- 4 building a foundation for developing the planned KIX digital knowledge platform.

WHAT DOES THIS MEAN IN PRACTICE?

- An engaging [blog post](#) articulated the need for the KIX initiative and situated it in the current education development landscape.
- Qualified applicants were attracted to KIX grants through strategically promoted [research calls](#).
- KIX participated in international conferences and workshops in Canada, France, Nepal, the UK, the US, Saint Lucia, and Switzerland, and engaged GPE constituencies from Dominica, the Gambia, Ghana, Grenada, Kenya, Nepal, Saint Lucia, Saint Vincent and the Grenadines, and Thailand. The purpose of these meetings was to share information about KIX and exchange knowledge on international education issues with stakeholders and bilateral donors.
- All project proposals included knowledge

mobilization and communications plans to encourage research uptake from the very beginning.

- A tech firm was engaged to scope high-level requirements for the KIX digital knowledge platform and attract high caliber web developers, and to inform how we will use the platform.
- National stakeholders are frequently updated about KIX milestones and opportunities via email to enable them to engage effectively with KIX.
- Frequent news postings on the IDRC and GPE websites update the public about KIX.
- A successful inception meeting with the KIX Africa 21 Hub brought national stakeholders on board to identify identify strategic priorities for the hub.

WHAT'S NEXT?

The first priority for the coming year is to continue to engage national stakeholders—government and non-government decision-makers in partner countries—in collaboration with KIX regional hubs as they work to identify the national education priorities. We will continue to share information and knowledge with these stakeholders to ensure that evidence from KIX is applied to national policy processes, and to raise awareness of KIX opportunities and resources to support implementation and uptake of this evidence.

In addition, we will complete the development of the KIX digital knowledge platform, which will serve as a strategic knowledge exchange and collaboration tool. We envision that this platform will expand and amplify our communications activities and facilitate collaboration and learning among key users. For now, all information about KIX can be found on the [IDRC](#) and [GPE](#) websites.

FINANCIAL SUMMARY

Photo: GPE/Stephan Bachenheimer

TOTAL EXPENDITURE IN 2019-2020

In its initial year, KIX approved the regional hubs and global projects. Following due diligence protocols within IDRC, funding was allocated, and initial payments released once grant agreements were signed. First payments for some projects were delayed into the first quarter of the second program year. One major variance is the unspent budget for KIX regional calls. KIX regional calls must capture country priorities through careful, consultative processes with KIX hubs. The priority setting process is determining the themes of

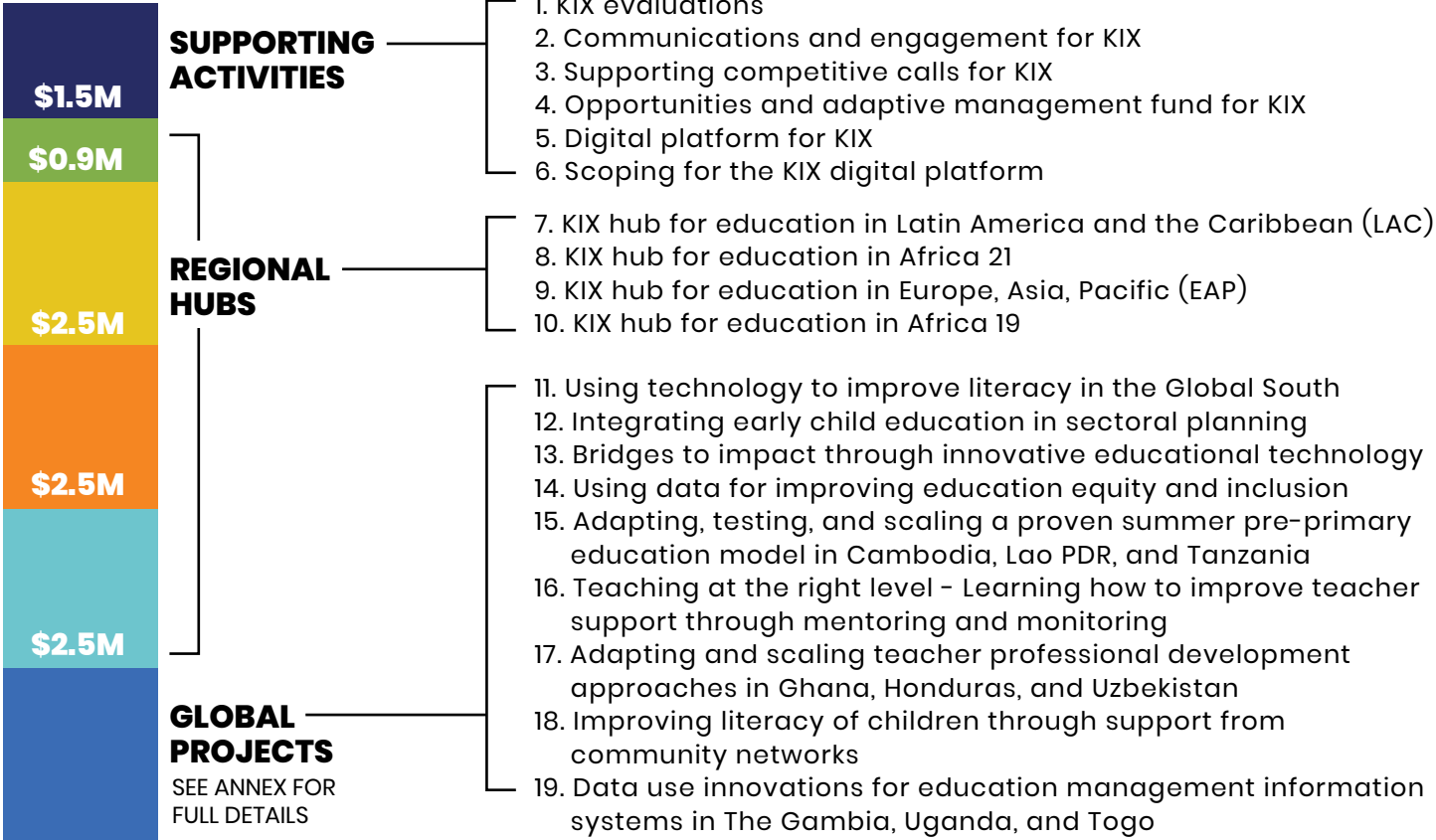
regional calls which will launch in the summer of 2020. Another variance was the expenditure for the KIX digital platform. A scoping exercise was implemented in 2019-2020. It determined that the budget required to build the platform was smaller than initially planned. A contract to build the platform was signed in March, and the platform will be fully operational by fall 2020. Overall, KIX was on track in terms of research funding approvals this year. Expenditures will ramp up in 2020-2021.

USD(\$)	BUDGET	ACTUALS	VARIANCE
PROGRAM ACTIVITIES			
1. Learning exchange mechanism			
Regional learning partner	2,272,727	1,214,097	1,058,629
2. Funding mechanism			
Global grants	2,000,000	1,679,466	320,534
Regional grants	3,000,000	0	3,000,000
Research on scaling	757,576	0	757,576
3. Supporting activities			
Program activities*	379,394	48,718	330,676
OAM fund**	151,515	1,230	150,285
Digital platform	562,500	21,527	540,973
PROGRAM MANAGEMENT			
4. Direct costs	1,529,787	941,630	588,157
5. Indirect costs (7%)	747,867	273,468	474,399
TOTAL EXPENDITURE	11,431,669	4,180,137	7,251,532

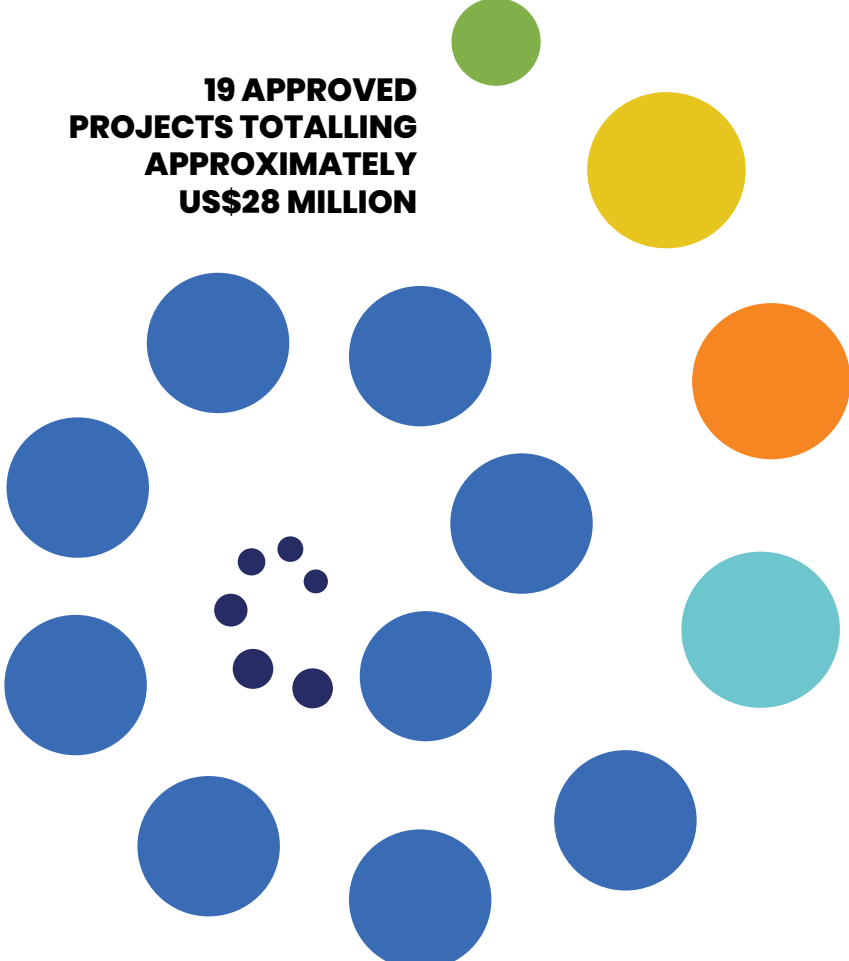
* Program activities include monitoring, learning, and evaluation and communications and engagement.

**OAM stands for the Opportunity and Adaptive Management support fund.

TOTAL VALUE OF APPROVED PROJECTS IN 2019-2020



19 APPROVED PROJECTS TOTTALING APPROXIMATELY US\$28 MILLION



\$18M



ADDRESSING THE RISKS OF COVID-19

Photo: GPE/Carine Durand

The pandemic has had an unprecedented global impact. It has created enormous pressure for families, schools, communities, and systems across the world. For KIX, it presents many challenges, but at the same time, it also creates opportunities to learn how to effectively support knowledge sharing and innovative approaches virtually. As the current COVID-19 crisis unfolds, we continue to adapt and learn new ways of dealing with the pandemic across KIX.

Travel restrictions and the curtailment of in-person events have affected both regional hubs and KIX projects. As our first year drew to a close, each regional hub and KIX project had to quickly adjust its work plan to have virtual inception meetings, accommodate work from home, and engage national stakeholders—just as one country after another shut down education systems. In March, one regional hub had to cancel a planned inception meeting due to the pandemic. All hubs will adjust plans for inception meetings and planned consultations with countries for the upcoming round of regional grants—moving these activities, where possible, online.

Several KIX global projects have adjusted their implementation timelines, particularly those that plan field-based data collection and on-the-ground country engagement. Some have also faced country clearance delays, due to the

shifting of resources to address the crisis. Given that KIX research projects are still at the launch phase, grantees will refine workplans, starting with all the activities that are still feasible, and rework approaches and timelines in light of the pandemic. As of year end, none have had to change their objectives or major research activities. As COVID-19 continues to unfold, projects will be assessed on a case-by-case basis and activity plans will be revisited.

While development of the KIX digital knowledge platform is still underway, and we continue to work closely with developers to refine our requirements, we are making use of digital tools to ensure that KIX moves ahead. This includes virtual conferences to launch and socialize various KIX mechanisms with key stakeholders and to define regional and national education priorities. In the absence of in-person engagement opportunities, KIX is still finding ways to exchange and mobilize ideas and knowledge with key actors, which is a core component of the initiative. We recognize that the unfolding health crisis requires significant attention from country representatives and ministries of education. Activities requiring stakeholder engagement will therefore be intentional, targeted, and efficient.



WHAT WE'RE LEARNING

Photo: GPE/Chantal Rigaud

As KIX strived to meet its major milestones, there have been critical opportunities for learning and adjusting our programming and strategy along the way. Over the past year, KIX has learned the importance of:

CLARIFYING KEY CONCEPTS

In KIX' first year, we developed three calls for proposals for regional hubs, global projects, and research on scaling. We socialized these calls through webinars and FAQ pages to support applicants. Through this process, we learned how to clarify key concepts within these calls, such as “scaling”, “innovation”, and “research for development”, to adeptly convey what we wanted to achieve to the diverse range of applicants interested in KIX.

ENGAGING MORE SOUTHERN ORGANIZATIONS

The global grants call invited applicants to propose multi-country, multi-regional projects, and we sought to fund a cohort of projects that balanced many elements: coverage across themes, geographies, and applicant type. The independent assessment panel that evaluated these applications identified high quality proposals that fit our funding envelope and covered all the themes and a significant number of countries (44 out of 68 eligible countries). In terms of diversity, applications came from academic, multilateral, NGO, and practitioner organizations. However, while 12 African, Asian, and Latin American organizations are involved in implementing the global grant projects, 10 out of

12 are led by organizations based in North America and Europe. To achieve more balance in our regional calls, to be launched over the next few months, we will prioritize funding proposals led by southern organizations.

LINKING RESEARCH CALLS TO COUNTRY PRIORITIES AND STAKEHOLDERS

From the global grants call process, we also learned that starting with six broad global themes led to a wide variety of proposals. Some projects were not funded because they did not have sufficiently strong connections to country priorities and realities. In upcoming regional calls, KIX will re-emphasize the demand-driven nature of the initiative by organizing themes on shared inter-country priorities. Regional calls will closely link KIX' learning exchange and funding, with regional hubs playing the central role in identifying those shared country priorities.

INCORPORATING GENDER CONSIDERATIONS

Gender equality in education is critical to achieving SDG4. Over the past year it has become clear that KIX must be deliberate about its efforts to ensure that gender considerations are taken into account across the initiative. To this end, we are currently developing a gender strategy that will allow the KIX team to support projects in applying a gendered lens to their work. It will also ensure that all KIX operations (including project design, call processes, knowledge translation activities, and monitoring and evaluation, to name a few) consider gender.



UPCOMING PRIORITIES

Photo: GPE/Chantal Rigaud

As KIX gears up for another year of operations in 2020–2021, the following activities will be our top priorities.

DEPLOY KIX HUBS AND PROJECTS

The four regional hubs exchange new and useful information with country partners to help them improve their education systems. Facilitating a consultative regional mapping process, initiating meaningful engagement with countries, and identifying regional needs and priorities will be key in the coming year. The hubs will also have to define mechanisms for exchanging education strategies between the countries.

For the 12 multi-country projects focused on adapting, testing, and scaling education innovations in the Global South, it will be important to ensure that their start-up activities are running smoothly, that they are adapting to challenges presented by COVID-19, and that they are establishing meaningful engagement with countries and other stakeholders in the region. It will be important to identify synergies across projects, particularly those dealing with related topics, to complement the technical support provided by IDRC to KIX grant recipients in a continued bid to build their capacity in implementing their projects. It is also critical to continue to emphasize and evaluate the scaling component of each project.

For the KIX scaling research project, a major

priority will be to launch the action research and complementary research activities in cooperation with the lead organization. This will begin by choosing which KIX projects will participate, followed by a series of events to plan an action learning process. Complementary research will also begin, focusing on engaging national educational stakeholders to gain their perspectives on scaling educational interventions.

Across each project and hub, we will ensure that partners have the tools and capacities to analyse and incorporate gender considerations.

LAUNCH CALLS FOR REGIONAL PROJECTS

KIX regional hubs will explore education priorities and challenges across their regions and sub-regions to define their own agendas and inform the focus of the upcoming calls for regional projects. This will provide more specificity to the call. We will apply lessons learned from previous call processes to attract relevant and qualified southern applicants.

FINALIZE THE KIX MEL FRAMEWORK

We will complete revisions to the KIX monitoring, evaluation, and learning framework and strategy to ensure we learn from KIX' various mechanisms. We have begun consultations with the regional learning partners that manage KIX hubs to align key elements of results tracking and learning priorities.

CONTINUE TO COMMUNICATE AND ENGAGE

KIX will continue strengthening relationships with policymakers and other stakeholders by increasing country-level communications and implementing phase one of the KIX communications plan. Development continues on the KIX digital knowledge platform. Once complete, the platform will serve as a public facing website, knowledge repository, and collaborative space for KIX partners and key stakeholders. The KIX branding process is nearly complete, and once finalized, we will develop even more communications and

knowledge translation products to help tell stories and share information about the initiative through a strategic and multi-faceted approach.

FIND NEW WAYS OF WORKING THROUGH COVID

COVID-19 has brought unforeseen risks and challenges to the execution of projects. The pandemic is already producing knock-on effects at the community level, and potentially at the international level. Our priority is to continue facilitating joint reflection on ways forward for projects as countries respond to, and recover from, COVID-19.

**JUL
2020**

Regional calls open for KIX LAC, KIX Africa 21, and KIX EAP regions

**APR
2020**

First KIX grants begin

**AUG
2020**

Regional call opens for KIX Africa 19 region

ANNEX: KIX GLOBAL PROJECTS*

TITLE	LEAD ORGANIZATION	COLLABORATING ORGANIZATIONS	COUNTRIES
Adapting and scaling teacher professional development approaches in Ghana, Honduras and Uzbekistan	Foundation for Information Technology Education and Development (FIT-ED)	Worldreader, Summa	Ghana, Uzbekistan, Honduras
Adapting, testing and scaling a proven summer pre-primary education model in Cambodia, Lao PDR and Tanzania	Plan International Canada	The Mother Child Education Foundation (ACEV), American Institutes for Research (AIR)	Tanzania, Cambodia, Lao PDR
Bridges to Impact through innovative EdTech – Forging links between policy, research, and practice	Stichting War Child		Uganda, Chad, Sudan
Data use innovations for education management information systems in The Gambia, Uganda, and Togo	Institute of Informatics-University of Oslo	UNESCO Institute for Statistics, Save the Children Uganda, Health Information Service Provider (HISP) Uganda, HISP West and Central Africa	The Gambia, Uganda, Togo
Improving literacy of children through support from community networks	World Vision Canada	The Ontario Institute for Studies in Education (OISE) at the University of Toronto, the School of Education and Leadership at the University of Ghana, Foro Social de la Deuda Externa y Desarrollo de Honduras (FOSDEH)	Ghana, Honduras, Nicaragua
Integrating early child education in sectoral planning	UNICEF	World Bank Group, Early Childhood Development Action Network (ECDAN)	South Sudan, Sierra Leone, Tajikistan, Lesotho, Kyrgyz Republic
Teaching at the Right Level – learning how to improve teacher support through mentoring and monitoring	Massachusetts Institute of Technology	The Abdul Latif Jameel Poverty Action Lab	Nigeria, Zambia, Cote d'Ivoire

Table continued.

TITLE	LEAD ORGANIZATION	COLLABORATING ORGANIZATIONS	COUNTRIES
Using data for improving education equity and inclusion	UNICEF Data and Analytics Section		The Gambia, Lesotho, Malawi, Ghana, Sierra Leone, Zimbabwe, Sao Tome and Principe, Benin, Central African Republic, Chad, Democratic Republic of Congo, Guinea-Bissau, Madagascar, Togo, Bangladesh, Georgia, Kyrgyz Republic, Lao PDR, Mongolia, Nepal, Pakistan, Sudan, Uzbekistan, Yemen, Guyana, Honduras
Using technology to improve literacy in the Global South	The Centre for the Study of Learning and Performance at Concordia University	Aga Khan Academies Unit of the Aga Khan Development Network, World Vision Canada, Wilfrid Laurier University	Kenya, Rwanda, Bangladesh
Data Must Speak about positive deviant approaches to learning*	UNICEF Office of Research – Innocenti		Ethiopia, Burkina Faso, Togo, Madagascar, Niger, Zambia, Lao PDR, Nepal
Common-scale assessment of early and foundational math learning across the Global South*	The People Action Learning Network (PAL)	Pratham, Australian Council for Educational Research	Kenya, Mali, Mozambique, Nigeria, Senegal, Tanzania, Uganda, Nicaragua, Bangladesh, Nepal, Pakistan
Connected learning for teacher capacity building in Science, Technology, Engineering, and Mathematics (STEM)*	Tata Institute of Social Sciences	Samtse College of Education-Royal University Bhutan, Ibrahim Badamasi Babangida University, Open University of Tanzania, UNESCO Cluster Office for Bangladesh, Bhutan, India, Maldives, Nepal & Sri Lanka	Bhutan, Nigeria, Tanzania

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

*Begins implementation in 2020–2021

