

# WEBINAR | SESSIONS 1 AND 2

## USE OF EVIDENCE FOR INSTITUTIONAL CHANGE IN EDUCATION



### Concept note

#### Webinar thematic line:

## Use of Evidence for Institutional Change in Education.

### Context

Although there is extensive research in the area of education, the generation of new evidence is a long process, and sometimes the resulting information could be more relevant and timely for decision-makers, as it does not advance by the specific needs or timing of education systems. This results in limited use of this evidence to generate changes and improvements within the systems, as mentioned in the report *Who Cares about Using Education Research in Policy and Practice: Strengthening Research Engagement* developed by the OECD (2022), which also places particular emphasis on how and what initiatives can be effective in promoting the use of research.

For its part, Education.org, in its publication *Calling for an Education Knowledge Bridge: A White Paper to Advance Evidence Use in Education* (2021), points out that one of the significant challenges to progress in education is to use the existing evidence. Specifically, the action plan in its 2023-2028 strategy also expresses concern about the difficulty of accessing information and its understanding by the actors involved. In addition, when talking about evidence, it is essential to point out that it comes not only from academia but also from unpublished evidence or "grey literature." This type of literature - from multiple sources, NGOs, regional or international agencies, governments, and foundations - may use research methodologies even if not published in academic media or other non-academic formats such as blogs, brochures, presentations, presentations, and statistical reports. This allows for expanding the range of available evidence and, at the same time, considering other voices and perspectives.

For SUMMA, as an organization that produces, synthesizes, and disseminates knowledge to inform policy decisions and educational programs, evidence is a fundamental resource to address the challenges facing Latin America and the Caribbean regarding quality of learning, inclusion, and educational equity. To achieve the above, it is essential to generate institutional change (laws, norms, and formal or informal rules of the game), which will only be effective if collective agreements are developed based on existing evidence. In this sense, progress must be made on what, how, and under what circumstances specific evidence works in education, in addition to developing new methods of co-production of evidence where the actors involved participate in the entire process of research, design, and implementation of programs. As expressed in the publication *Innovation in Education for the 21st Century: How to accelerate change in Latin America and the Caribbean so that no child is left behind* (SUMMA: 2017).

Specifically, developing tools to disseminate this knowledge is essential for it to reach the different actors in the education system and impact it. Along these lines, the **Education Endowment Foundation (EEF)** has generated a Teaching and Learning Toolkit with a particular focus on teachers,



since they are the ones who have a direct impact on the development and learning of students and can also reduce the gap between students from disadvantaged households and those from wealthier ones. For EEF, according to the document *Development in the Early Years* (2023), these tools aim to improve accessibility to research that has found positive impacts on their learning strategies. In partnership with SUMMA, EEF has made progress in [contextualizing these practices](#) in the reality of LAC countries

For the KIX LAC 2.0 cycle that is beginning, it is essential to highlight the national and local perspectives in this regard. Thus, we will discuss experiences in which evidence is fundamental to improving education systems. Some cases highlighted in this opportunity in KIX countries are those of Guyana and El Salvador. The **Ministry of Education of Guyana**, in its *Education Sector Plan 2021-2025*, uses evidence to support an ambitious transformation plan that goes from early education to secondary education. The same is true in the case of El Salvador, with its "Mi Nueva Escuela" project, which includes improvements in infrastructure, teacher professional development, and at all levels of education.

Finally, **SUMMA and OECS, through KIX LAC** with the support of **GPE-IDRC**, seek to encourage and support the generation and use of evidence. Thus, the need to design and implement a cycle of exchange and capacity building for the different actors of the educational ecosystem of the countries that make up KIX LAC emerges.

To achieve the above, a **Knowledge Mobilisation cycle** was created, and within this framework, a **Community of Practice "Use of Evidence in Education"**, which aims to address current challenges in the region and promote a data-based approach to improve educational quality and equity in the post-COVID-19 context. This cycle consists of three thematic lines: 1. *Using Evidence for institutional change*, 2. *Monitoring and evaluating Student Learning in the context of the learning crisis*, and 3. *Data and information systems for educational management (SIGED or EMIS) to improve educational equity and inclusion*.

The first two sessions will begin with the thematic line on the **Use of Evidence for institutional change in Education**, as detailed below.



## First session: Tuesday, September 26.

This first session will explore the importance of using evidence in education as a critical driver of institutional change. Contents will include understanding the use of evidence and the challenges related to its generation, access, and use by educational actors.

### Schedule:

9:00 a.m. - 11:00 a.m. El Salvador | Guatemala | Honduras | Nicaragua

11:00 a.m. - 1:00 p.m. Eastern Caribbean - Guyana - Haiti

12:00 - 14:00 hs. | Chile

**Format:** Free online event, simultaneous Spanish, English, and French interpretation.

[Registration Link](#)

### Agenda Webinar - session 1:

9:00 - 9:05 a.m | Welcome

9:05 - 9:15 | Opening remarks (10 min)

Raul Chacón | Program Director KIX LAC - SUMMA

9:15 - 9:45 | The role of research in education policy. (30 min)

Dr. Nóra Révai | Project Leader and Analyst - Organisation for Economic Cooperation and Development (OECD)

9:45 - 10:00 | Addressing the Knowing-Doing Gap by Better Serving Education Policymakers' Evidence Needs (15 min)

Dr. Suzanne Grant Lewis, Chair of Education Science and Policy - Education.org

10:00 - 10:15 | Embedding evidence in school systems (15 min)

Jonathan Kay | Head of Evidence Synthesis - Education Endowment Foundation

10:15 - 10:30 | Mobilising evidence for social justice in education: Experiences from the global south (15 min)

Dr. Javier Gonzalez | Director of SUMMA

10:30 - 10:50 | Questions and discussion with speakers (20 min)

10:50 - 10:55 | Closing remarks (5 min)

Florencio Ceballos : Senior Program Specialist IDRC - Canada



## Second session: **Wednesday, September 27**

In this second session, we explore strategies to drive significant improvements in education, using the experiences of **Guyana and El Salvador** as case studies. Through the presentation of these experiences, we will highlight the importance of using evidence in the planning and implementing reforms in the education system. The main objective is for participants to gain a deep understanding of these two countries' experiences regarding the use of evidence to transform education and to understand how collaboration becomes a fundamental pillar for the exchange of evidence and the achievement of improvements in the education system.

### **Schedule:**

9:00 a.m. - 11:00 a.m. El Salvador | Guatemala | Honduras | Nicaragua

11:00 a.m. - 1:00 p.m. Eastern Caribbean - Guyana - Haiti

12:00 - 14:00 hs. | Chile

**Format:** Free online event, with simultaneous interpretation ESP, FR, ING.

[Registration Link](#)

### **Agenda Webinar - session 2:**

9:00 - 9:05 am | Welcome

9:05 - 9:10 - Opening remarks ( 5 min)

Dr. Ian Macpherson: Team Lead - Knowledge and Innovation Exchange (KIX).

9:15- 9:35 | Transforming Education in El Salvador: The "Mi nueva escuela" Program - Experience Ministry of Education of El Salvador (20 min)

José Mauricio Pineda Rodríguez | Minister of Education - Ministry of Education, Science and Technology of El Salvador

9:35 - 9:55 | Towards an Educational Future: The Education Sector Plan 2021-2025. Experience Ministry of Education of Guyana (20 min)

Nicola Marcia Johnson: Chief Planning Officer - Ministry of Education of Guyana

9:55 - 10:10| Regional Strategy for Strengthening Education Data in Eastern Caribbean Countries: Lessons and Challenges (15 min)

Easlyn Nadette Langford | Senior Technical Specialist - Organisation of Eastern Caribbean States (OECS)

10:10 - 10:50 | Plenary and construction of community of practice (40 min)

10:50 - 10:55 | Closing remarks and conclusions (5 min)

Raul Chacón | Program Director KIX LAC - SUMMA



## Organizers:

### SUMMA

SUMMA is the first Educational Research and Innovation Laboratory for Latin America and the Caribbean. It was created in 2016 by the Inter-American Development Bank (IDB), with the support of the ministries of Education of Brazil, Chile, Colombia, Ecuador, Mexico, Peru and Uruguay. Since 2018, Guatemala, Honduras, and Panama ministries have also joined.

Its mission is to contribute to and increase the quality, equity, and inclusion of the region's educational systems, improving the decision-making process of educational policies and practices. To fulfill its mission, SUMMA organizes its actions in three strategic pillars that allow it to promote, develop and disseminate (1) cutting-edge research aimed at diagnosing the main challenges of the region and promoting shared work agendas, (2) innovation in educational policies and practices aimed at providing solutions to the primary educational problems of the region, and (3) collaborative spaces that allow the exchange between policymakers, ministries of Education, researchers, innovators and the school community, based on a shared regional agenda. More information at [www.summaedu.org](http://www.summaedu.org)

### OECS

The Organization of Eastern Caribbean States (OECS) was created in 1981 as an intergovernmental organization to promote cooperation, harmonization, and integration among its member states. The OECS has developed considerable valuable knowledge sharing and direct technical assistance among the Ministries of Education. It has also been part of the Regional Education Strategy and has supported participatory planning processes. In this regard, the OECS plays a vital leadership role with the Caribbean States and, especially, in supporting the countries belonging to this territory: Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines. As a current partner of the GPE, OECS has led the implementation of the Education Sector Plans in these states. More information at [www.oecs.org](http://www.oecs.org).

### KIX LAC

The Knowledge and Innovation Exchange Hub (KIX) for Latin America and the Caribbean (LAC) is a joint initiative of the Global Partnership for Education - GPE - and the International Development Research Centre (IDRC), which brings together various education stakeholders. The regional network is led by SUMMA (Educational Research and Innovation Laboratory for Latin America and the Caribbean) and the Organization of Eastern Caribbean States. It aims to contribute to the strengthening of education systems in partner countries: Dominica, Grenada, Guyana, Guatemala, El Salvador, Haiti, Honduras, Nicaragua, St. Vincent and the Grenadines and St. Lucia.

KIX connects expertise, innovation, and knowledge to help developing countries build stronger education systems and move towards SDG 4: quality, inclusive, and equitable education for all.

[More information](#)



## References

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