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Learning Series on “Scaling Impact in Education through Institutionalization and Innovative Partnerships: A case study from Côte d’Ivoire” organized by the KIX Africa 19 and KIX 21 Hubs

Webinar Meeting Report

June 1, 8, and 15, 2022

Venue: Zoom

Recordings of the Webinars: [Session 1](#), [Session 2](#) and [Session 3](#)

Executive Summary

The Knowledge and Innovation Exchange (KIX) Africa 19 Hub has been established through the Global Partnership for Education (GPE) and with funding from the International Development and Research Centre (IDRC) whose purpose is to collect, generate, exchange and facilitate the effective use of data, knowledge and innovation for education policy formulation and implementation among 18 Anglophone African countries in six thematic areas. These include (i) strengthening learning assessment systems, (ii) improving teaching and learning, (iii) strengthening early childhood care and education, (iv) achieving gender equality in and through education, (v) leaving no one behind, and (vi) meeting the data challenge in education.

The KIX Africa 19 and KIX Africa 21 Hubs organized a three-part learning series in June 2022, featuring the Brookings Institution and the Jacobs Foundation, on scaling impact in education through institutionalizing and sustaining initiatives within existing education systems. More than 120 participants from the majority of KIX Africa 19 and KIX Africa 21 countries attended the virtual webinar including 48 women. The webinar was simultaneously conducted in English, French and Portuguese (See Appendix 1 for list of participants). Twenty-two attended all three workshops and qualified to receive certificates of participation from the KIX hubs.

The virtual workshops utilized a case study from Côte d’Ivoire to explore the topic through a concrete example and offer transferable lessons applicable to other countries and contexts. The workshops

focused on issues of cross-sectoral partnerships, innovative financing mechanisms, and the use of timely data to support scaling processes.

Learning Series Session Presentation and Discussions

Scaling innovation into education systems sustainably (Session 1)

Meeting Recording and Presentations: [English](#), [French](#), [Portuguese](#)

Objective of Session 1 (See Appendix 2 for agenda)

- This session focused on sharing insights and lessons learned about the process of adapting education innovations that emerge outside the formal education system and further embedding them within it over time.

UNESCO IICBA Director Dr. Yumiko Yokozeki and Institut de la Francophonie pour l'éducation et la formation Director Mona Laroussi welcomed participants from Global Partnership for Education (GPE) partner countries as well as from the Brookings Institution and Jacobs Foundation by wishing participants productive discussions. Following this, Brad Olsen, Senior Fellow at Brookings Institution's Center for Universal Education, expressed his hope for conversations "to move away from the project mindset to the notion of institutionalization..." to ensure promising education initiatives improve education across Africa. He noted how institutionalization is a pathway to scaling impact (reaching more children with quality learning opportunities) by integrating evidence-based education innovations across existing systems. This necessitates approaching scaling as enacting a sustainable change in the broader system—even transforming the system—not just expanding a specific project and requires examination of how to make this change sustainable in the existing system and equitable across it. Following the opening remarks, Larry Cooley, nonresident Senior Fellow at Brookings and President Emeritus and Senior Advisor, Management Systems International, provided an engaging overview of key scaling principles.

Participants then heard about the Programme d'Enseignement Ciblé (PEC) case in Côte d'Ivoire from Teaching at the Right Level Africa (TaRL) and its goal of reaching national scale through institutionalization and integration into government systems. Marion Paravicini, Programme Coordinator of TaRL in Côte d'Ivoire shared how "in November 2017, the Ministry of National Education of Côte d'Ivoire partnered with J-PAL Europe, Pratham, and Transforming Education in Cocoa Communities (TRECC), to adapt and pilot le Programme d'Enseignement Ciblé (PEC), the first TaRL programme ever launched in French. Teachers facilitate engaging TaRL activities in French and mathematics, for one and a half hours every day, for children from grades 3 to 6 years in formal public schools and community schools. Government mentors receive training to provide continuous support to teachers."¹

The program aimed to "address the learning crisis, whereby many children do not acquire essential foundational skills like reading and arithmetic at the right time, early in primary years. PEC is inspired by the TaRL model pioneered since the early 2000s by the Indian NGO Pratham for helping third to

¹ <https://www.teachingattherightlevel.org/tarl-in-action/cote-divoire/>

fifth grade (and even older) children who have been left behind to quickly catch up.” Marion noted the nature of the focus of the program: "To move away from schooling for everyone to learning for everyone".

Furthermore the “The TaRL pilot involved initial 50 schools in the cocoa-growing regions of Méagui and Gabiadji, supported by the Jacobs Foundation, CÉMOI, and Tony’s Chocolonely under the TRECC initiative. The pilot culminated in mid-2019 with marked improvements in learning outcomes. The proportion of children able to read a simple paragraph increased from 14 percent to 51 percent, and the proportion of children able to do a simple subtraction sum increased from 12 percent to 63 percent. These impressive results established an important proof point of the potential for TaRL to shift learning outcomes in French and Maths in Côte d’Ivoire.”²

Lastly, participants in the workshop were introduced to the Brookings CUE's [Institutionalization Tracker](#) tool, in particular the purpose and key elements of the Tracker.

Multi-stakeholder partnerships to support identifying, adapting, and scaling relevant education initiatives (Session 2)

Meeting Recording and Presentations: [English](#), [French](#), [Portuguese](#)

Objectives of Session 2 (See Appendix 3 for agenda)

- Provide an example of how collective action amongst government, philanthropic and private sector actors can support to scale initiatives that improve learning outcomes within the education system and be an important tool for bringing additional funding in support of improving the education system and

The second session focused on innovative partnerships and funding. Representatives from the Brookings Institution started the session by noting that government engagement in the scaling process is critical for expanding and sustaining an education initiative, but this does not mean the government can or should do it alone; collective action is required between diverse actors bringing different perspectives, resources, expertise, and roles.

Sabina Vigani, TRECC Country Director then provided a deep dive into the TRECC partnership model. TRECC is an initiative that includes the Ivorian government, companies from the chocolate industry, civil society as well as the academic and research community working together to improve the living conditions of children and young people in Côte d'Ivoire by promoting quality education and leveraging the contribution of the private sector.³

The purpose of the presentation was to illustrate how bringing together different stakeholders can be a challenging endeavor that requires finding a common interest, building trust and willingness to commit in the long term. Engaging diverse partners in a scaling process can create a portfolio of actors with different risk tolerances, skills, and capacities at various stages of implementation, adaptation, and scaling demonstrating how partnerships are a key element of institutionalization.

² <https://www.teachingattherightlevel.org/tarl-in-action/cote-divoire/>

³ <https://treccprogram.org/qui-nous-sommes/notre-histoire/>

Following Sabina's presentation, a panel discussion and Q&A with representatives from the Côte d'Ivoire case, specifically from the Ministry of National Education and Literacy and the cocoa and chocolate industry shared their experiences with this partnership and particularly how this approach helped bring additional funding into the sector. In addition to Ms. Vigani, the panel discussants included Faustin Koffi, General Inspector in charge of Administration and School Life at the Ministry of National Education and Literacy and Madeleine Adaye, PEC National Coordinator at the Ministry of National Education and Literacy.

Following this panel, participants discussed efforts and experiences to bring governments, funders, and nontraditional actors around the table in support of scaling and systems change.

Data and continuous learning for scaling through institutionalization (Session 3)

Meeting Recording and Presentations: [English](#), [French](#), [Portuguese](#)

Objectives (See Appendix 4 for agenda)

- To share why and how scaling decisions should be based on robust data and evidence, ongoing learning, and adaptation, including not only impact data but also cost data.
- Bridge gaps in understanding how to effectively build capacity and align incentives for timely learning and adaptation

The purpose of the third and final session was to build participants' capacities for evidence-based decision-making, adaptation, and data-driven iteration in the context of existing hierarchies, power dynamics, and limited human and financial resources.

Karine Kouacou, Head of Policy and Right-Fit Evidence in the Francophone West Africa department of Innovations for Poverty Action (IPA), shared IPA's experience of providing independent evaluation in the Côte d'Ivoire case. In particular she covered a framework for continuous learning, data and continuous learning for PEC scaling as well as challenges and ways for institutionalization.

Following her presentation a participant from Cameroon spoke about curriculum reforms to nursery and primary levels that occurred in 2018. The focal point noted that the reforms was still early stages and the country had not started monitoring the results of the new curriculum. The focal point raised the following question: "at what point do we start measuring the impact of the new curriculum"?

Karine responded by emphasizing the importance of beginning the monitoring and evaluation process as early as possible. She explained how scaling is an iterative process that requires ongoing adaptation and learning to the intervention being tested.

Furthermore, a participant from the Malawi Ministry of Education shared how most of the scaling initiatives were undertaken by donor partners; for example a radio scaling program specifically for education is being supported by UNICEF in his country. The participant noted that a challenge of scaling initiatives in Malawi is connectivity in terms of access to both internet and phone signals.

Evaluations of the virtual sessions

The organizing team from Brookings, the Jacobs Foundation, and the KIX Africa 19 and KIX Africa 21 Hubs assessed fourteen post-session evaluations to gauge participant takeaways and to explore how to improve future capacity-strengthening workshops.

Generally, participants appreciated the following aspects of the sessions:

- Presentation of key scaling principles
- Overview of innovative partnership example from Cote D'Ivoire
- Introduction to PEC and to the Institutionalization Tracker
- Opportunity to learn about other examples in discussion groups and questions and answer sessions and the panel discussions.

In response to how the learning could be useful for their work, one participant shared *"I work in a sector (education) that is hugely underfunded, so innovative financing is key for effective service delivery. And, this can be achieved, to a large extent, through public-private partnerships."* Other responses indicated the usefulness of exposure to innovative financing mechanism to sustain programs.

Recommendations

To continue strengthening country partner capacity, the Hub identified and evaluated recommendations for future engagements based on session and survey feedback from participants.

Follow-up scaling session

In terms of follow-up engagements to build upon the content of the three workshops, there are several potential areas for future engagements.

1. Follow up session(s) that addresses remaining questions on scaling.
 - a. A participant who was part of the education civil society in The Gambia noted that he would have appreciated the opportunity to engage in conversations about The Gambia in order for civil society to also engage and provide validation for scaling initiatives of the governments. An opportunity for further engagement would be to continue to utilize the country case study format; however, with a focus on including stakeholders from that specific country to generate further knowledge and innovation exchange about the progress of certain initiatives a country may be undertaking. This intervention could provide evidence for sustainability and equitable scaling of innovative programs in countries.
2. Follow up session that focuses on the Brookings Institutionalization Tracker
 - a. In post-session surveys, participants indicated certain areas of potential follow-up learning activities to address scaling aspects such as approaches to scaling up and sustaining improvements. In particular, participants demonstrated interest in the

following questions such as “How did the key people in the Côte d'Ivoire case actually use the tools? Could we see these tools completed?” A follow-up session could provide a more hands-on and interactive opportunity for utilizing the [Institutionalization Tracker](#).

Appendix 1: All attendees of the three scaling workshops

Country	Organization	Designation	Gender	Type of participant
Burkina	Direction Générale de la Recherche en Education et de l'Innovation Pédagogique (DGREIP)	DPMDT	Male	Government official
Burundi	Bafashebige	Vice-président	Male	Non-governmental organization stakeholders
Cabo Verde	Ministério da Educação	Diretora de Serviço Formação Professores	Female	Government official
Cameroun	Ministère de l'éducation de base	Inspecteur de pédagogie	Female	Government official
Cameroun	CEFAN	Chargé des programmes	Male	Non-governmental organization stakeholders
Cameroun	Ministère de l'éducation de Base(MINEDUB) Cameroun	Point Focal KIX Africa 21 Cameroun	Female	Country representative
Cameroun	MINEDUB	Membre de l'équipe d'appui	Female	Government official

Canada	Université de Moncton	Professeur	Male	Other type of country representatives
Comores	Ministère de l'Education	Chargée de missions juridique et de coopération	Female	KIX grantees
Comores	Ministère de l'éducation nationale	Conseiller technique	Male	Government official
Congo	Ministère de l'enseignement général	Directeur de la coopération	Male	Government official
CONGO	Ministère de l'Enseignement	Point focal DEP	Male	Country representative
Côte d'Ivoire	Graines de Paix	Directeur Pays	Male	Country representative
Côte d'Ivoire	Agence universitaire de la Francophonie	Représentante Pays	Female	Country representative
Côte d'Ivoire	TaRL Africa	Country Director	Male	Country representative
Côte d'Ivoire	World Bank	Education Specialist	Male	Local education group stakeholders
Côte d'Ivoire	MILLENIUM CHALLENGE ACCOUNT COTE D IVOIRE	SPECIALISTE EDUCATION	Female	Local education group stakeholders

Côte d'Ivoire	TaRL Africa	Coordinatrice des programmes	Female	Non-governmental organization stakeholders
Côte d'Ivoire	Ministère de l'Education Nationale	Inspecteur Général	Male	Government official
Cote d'Ivoire	Teaching At the Right Level Africa	Content and training associate	Female	Non-governmental organization stakeholders
Côte d'Ivoire	CFRP CGECI	membre	Male	Local education group stakeholders
Côte d'Ivoire	Millennium Challenge Account - Côte d'Ivoire	Directeur Enseignement Secondaire-Projet Compétences	Male	Other type of country representatives
Côte d'Ivoire	Save the Children	Spécialiste éducation	Male	Local education group stakeholders
Côte d'Ivoire	AUF	CHARGE DE PROJET IFADEM PAPDES	Male	Local education group stakeholders
Côte d'Ivoire	MCA-CI	Directeur Suivi - Evaluation et Analyse Economique	Male	Other type of country representatives
Côte d'Ivoire	ADEA	IT Officer	Male	KIX grantees

Côte d'Ivoire	PEC	Coordonnatrice nationale	Female	Government official
Ethiopia	Ethiopian Teachers Association	Presentation	Male	Non-governmental organization stakeholders
Ethiopia	Basic Education Network Ethiopia (BEN-E)	Director	Male	Non-governmental organization stakeholders
Ethiopia	UNESCO IICBA	M&E Officer	Male	KIX regional learning partner
Ethiopia	UNESCO-IICBA	Data Associate	Female	KIX regional learning partner
Ethiopia	UNESCO IICBA	director	Female	Other type of country representatives
France	English in Dakar	Head of Interpreting	Male	Other type of country representatives
France	Englishindakar	coordinator	Female	Other type of country representatives
Gabon	lpn	Directeur	Male	Government official

Gambia	Ministry Of Education	Head of emis and ICT	Male	Government official
Gambia	Ministry of Basic and Secondary Education	Deputy Permanent Secretary	Male	Government official
Ghana	Ghana Education Service	Programme Officer (M&E)	Male	Government official
Ghana	ADEA	Greater Accra	Male	KIX regional learning partner
Guinee- Bissau	MEN	GEPASE	Female	Government official
Guinee-Bissau	ministere de l'education Nationale	chef de projet	Male	Government official
India	IGNOU	PG.	Male	Other type of country representatives
Kenya	Ministry of Education	Deputy Director of Education	Female	Government official
Kenya	ministry of education	Deputy Director Education	Female	Government official
Kenya	Kenya National Examinations council	Senior Research Officer	Female	Government official
Kenya	Educational Consultant	Educationist	Female	Other type of country representatives

Kenya	Ministry of Education	Deputy Director of Education	Female	Local education group stakeholders
Kenya	TaRL Africa	Senior Programs Coordinator, West and Central Africa	Female	Non-governmental organization stakeholders
Kenya	KNEC	Coordinator CBA	Female	Country representative
Kenya	UNESCO IICBA	Research consultant	Female	KIX regional learning partner
Lesotho	NCDC	Subject specialist	Female	Government official
Lesotho	National Curriculum Development Center	Subject Specialist	Female	Government official
Lesotho	Ministry of Education and Training	Subject Inspector	Female	Government official
Lesotho	Ministry of Education and Training-NCDC	Curriculum developer	Female	Local education group stakeholders
Lesotho	Ministry of Education and Training	Chief Education Officer Curriculum and Assessment	Male	Government official
Lesotho	LCN	Coordiantor	Female	Local education group stakeholders

Lesotho	Ministry of Education	Course Editor	Female	Government official
Liberia	Ministry of Education	World Bank Education Portfolio Coordinator	Male	Country representative
Madagascar	Ministère de l'Education Nationale	ANTANANARIVO	Female	Country representative
Malawi	+265 1788064 184 474	Chief Education Officer-Open Distance and e-Learning	Male	Government official
Malawi	Ministry of Education	Chief Education Officer	Male	Government official
Malawi	Ministry of Education	Senior education Officer	Female	Local education group stakeholders
Malawi	Ministry of Education - Directorate of Secondary Education	Chief Secondary Education Officer	Male	Government official
Malawi	National Commission for Science and Technology	ICT Officer	Male	Government official
Malawi	Unicaf University	Associate Professor	Male	Country representative
Malawi	National Commission for Science and Technology	Documentation and Information Services Officer	Female	Government official
Malawi	Ministry of Education	STO	Female	Government official

Malawi	Ministry of Education	KIX Focal Person	Male	Government official
Mali	USAID Mali	PMS	Male	Local education group stakeholders
Mauritanie	Direction Générale de la Reforme	Chargé de Programme et PF	Male	Government official
mocambique	governo	directora nacional	Female	Government official
Moçambique	Ministério de Educação e Desenvolvimento Humano em Moçambique onde Humano	Directora Nacional	Female	Government official
Niger	Ministère de l'Education Nationale	Assistant Technique du Secrétaire Général	Male	Country representative
Niger	Coalition nigérienne des associations et ong de campagne pour une éducation pour tous	Secrétaire général	Male	Non-governmental organization stakeholders
Nigeria	Interpreter	Interpreter	Female	Other type of country representatives
Rwanda	Vvob	Strategic education advisor	Male	Non-governmental organization stakeholders

Senegal	IFEF OIF	KIX Afrique 21	Male	KIX regional learning partner
Senegal	KIX Afrique 21	Coordonatrice	Female	KIX regional learning partner
Senegal	Direction de la Planification et de la Réforme de l'Education	Agent	Male	Government official
SENEGAL	MEN	agent	Male	Government official
SENEGAL	Ministere de l'Education nationale	Agent DPRE	Male	Government official
SENEGAL	MINISTÈRE DE L'EDUCATION	CHEF DE BUREAU DIRECTION DE L'ENSEIGNEMENT ELEMENTAIRE	Male	Government official
Senegal	EnglishinDakar	French-English Interpreter	Male	Non-governmental organization stakeholders
SENEGAL	Direction de la planification au Ministère de l'Education Nationale	Agent de bureau	Male	Government official
Sénégal	OIF	Chargée MEL	Female	KIX regional learning partner

Sénégal	CONFEMEN	Conseiller technique	Male	Non-governmental organization stakeholders
Sénégal	Expert indépendant	Consultant	Male	KIX regional learning partner
Sénégal	IFEF	Stagiaire	Male	KIX regional learning partner
Sénégal	Direction de la Planification et de la Réforme de l'Education	Directeur	Male	Government official
Sénégal	IFEF	Stagiaire assistant en gestion	Male	KIX regional learning partner
Sénégal	Ministère de l'Education nationale	DPRE Chef de bureau	Male	Government official
Sénégal	Ministère de l'Education nationale	Communication digitale	Male	KIX grantees
Sénégal	OIF	Directrice	Female	Non-governmental organization stakeholders
Sénégal	Ministère de l'Education nationale	Bureau Partenariat	Male	Government official
sénégal	CONFEMEN	SG	Male	KIX regional learning partner

Sierra Leone	UNICEF	Education Officer	Male	Non-governmental organization stakeholders
Somalia	Education for all Somalia Coalition (EFASOM)	Coordinator	Male	Country representative
South Lino	Ministry of General Education and Instruction	Senior Inspector	Male	Government official
South Sudan	Ministry of education	Director	Male	Government official
Spain	English in Dakar	Interpreter	Female	Other type of country representatives
SubSaharan Africa	ProFuturo	Global Partnerships	Male	Non-governmental organization stakeholders
Switzerland	Jacobs Foundation	CKO	Female	Local education group stakeholders
TANZANIA	MINISTRY OF EDUCATION	PLANNER	Male	Government official
Tchad	Ministère de l'Education et de la Promotion civique	Membre de Kix 21, Cheffe de division de la Carte scolaire et des Infrastructures	Female	Government official

TCHAD	MINISTERE EDUCATION NATIONALE	COORDONNATEUR DU PIET	Male	Government official
Tchad	AFD	Chargé de projets Education & Alphabétisation	Male	KIX regional learning partner
The Gambia	EFANet	National Coordinator	Male	Local education group stakeholders
The Gambia	Education For All Campaign Network	National Coordinator	Male	Local education group stakeholders
Togo	Réseazu des journalistes spécialisés en education	president du réseau RJCE	Male	Local education group stakeholders
Togo	Ministère de l'action sociale, promotion de la et alphabétisation	Directeur de l'éducation non formelle des adolescents	Male	Government official
Togo	Ministère des enseignements primaire et secondaire	Directeur des formations	Male	Government official
Togo	Ministère des enseignements primaire, secondaire, technique et de l'artisanat	Secrétaire général	Male	Government official
Union des Comores	Ministere de l'Education	Secretaire General	Male	KIX grantees

United Kingdom	Fastrack Translations Ltd	Interpreter	Female	Other type of country representatives
United Kingdom	IDP Foundation, Inc.	CEO	Female	Non-governmental organization stakeholders
United States	Brookings	Research Assistant	Female	Non-governmental organization stakeholders
United States	IDP Foundation	Associate Manager, MEL	Female	Non-governmental organization stakeholders
United States	UNESCO IICBA	Consultant	Male	KIX regional learning partner
United States	Management Systems International	President Emeritus	Male	Other type of country representatives
USA	UNESCO IICBA	Team Leader and Management Consultant	Female	KIX regional learning partner
USA	Brookings	Project Manager and Senior Research Analyst	Female	Non-governmental organization stakeholders

USA	UNESCO IICBA	Consultant	Male	KIX regional learning partner
usa	bRookings	sr fellow	Male	Non-governmental organization stakeholders
USA	CUE- Brookings	Fellow	Male	KIX grantees
Zambia	MoE	GPE FPP	Male	Government official
Zimbabwe	Ministry of Primary and Secondary Education	Research and Statistics Officer	Female	Government official
Zimbabwe	Ministry of Primary and Secondary Education	Acting Director Strategic Policy Planning , Research and Statistics	Male	Government official
ZIMBABWE	MINISTRY OF PRIMARY AND SECONDARY EDUCATION ZIMBABWE	SCHOOLS INSPECTOR GUIDANCE AND COUNSELLING	Male	Government official

Appendix 2: Scaling innovation into education systems sustainably (Session 1) agenda

Time	Activity	Roles
20 min.	Presenter preparation: Presenters, facilitators and interpreters will join 20 minutes early to talk through details of the day, share guidance for facilitating break out rooms (facilitators only), and do a quick AV test.	CUE and Hubs FP will talk through the details of interpretation and breakout rooms with presenters.
15 min.	Welcome , quick introductions, rules of engagement, opening remarks about the aims of the session. <i>Speaker:</i> <i>Representatives from A19 and A21 Hubs</i> <i>Brad Olsen, Senior Fellow Center for Universal Education, Brookings Institution</i>	Presenter: Housekeeping: Molly Curtiss Wyss Opening remarks: A21 Representative, A19 Representative, Brad Olsen <ul style="list-style-type: none">Introduce the session and emphasize the purpose is bidirectional learning; we recognize the huge amount of experience and expertise in the room and want this to be a forum where we all learn from each other. <i>Participants will introduce themselves in the chat and choose a language channel.</i> EN -> FR & PR
20 min.	Overview presentation on scaling <ul style="list-style-type: none">Quick reaction poll on participants' current understanding and questions about scaling.Presentation: What is scaling? Why is it relevant for policymakers? What makes it so challenging? What are key scaling principles and approaches? Why focus on institutionalization as a pathway to scale? <i>Speaker: Larry Cooley, Senior advisor and president emeritus, Management Systems International, and nonresident senior fellow, Brookings Institution</i>	Presenter: Poll: Molly Curtiss Wyss Presentation: Larry Cooley <i>Participants will respond to the poll, listen to presentation and share questions in the chat.</i> EN -> FR & PR
20 min.	Introduction to the Programme d'Enseignement Ciblé (PEC) case study <ul style="list-style-type: none">Overview of PEC case in Côte d'Ivoire and its scaling goal of reaching national scale through institutionalization and integration into government systems. <i>Proposed speaker: Marion Paravicini & Devyani Pershad from Teaching at the Right Level Africa</i>	Presenter: Marion Paravicini, Devyani Pershad <i>Participants will listen and make note of questions to discuss in the upcoming small group session.</i> FR -> EN & PR
15 min.	Q&A	Moderator: Molly Curtiss Wyss Panelists: Larry Cooley, TaRL Africa

	<ul style="list-style-type: none"> Participants will have a chance to ask questions of the presenters and share examples of scaling from their own experience. 	<p>Participants will ask questions of the presenters.</p> <p>EN, FR, & SP</p>
10 min.	<p>Introduce the Institutionalization Tracker tool</p> <ul style="list-style-type: none"> Summarize the purpose, how it is used, and key elements. Share a few key insights and experiences from the Côte d'Ivoire case related to institutionalization as a pathway to scale, with lessons that would be transferable to other contexts. Highlight the specific elements of institutionalization that we will explore more deeply during the next two sessions. <p><i>Speaker: Molly Curtiss Wyss, Center for Universal Education Brookings Institution</i></p>	<p>Presenter: CUE - Molly Curtiss Wyss</p> <p>Participants will listen and follow along with the tool, which will be shared ahead of time and in chat.</p> <p>EN -> FR, PR</p>
30 min.	<p>Interactive activity in small groups</p> <ul style="list-style-type: none"> Participants divide into country learning groups to discuss the tool with each other, think through how they might use it and what questions they have, and lay the groundwork for the homework. 	<p>Main Facilitator: Maya will introduce groups and aim of sessions and brief instructions about how to join breakout rooms.</p> <p>Group Facilitators</p> <p>Participants will join the relevant group and share their own experiences and questions.</p> <p>Introduction EN -> FR & PR Breakout rooms in EN, FR, PR Interpreters stay in main session</p>
5 min.	<p>Short online survey on participants' experiences with session one and feedback for session two, in order to better tailor the next sessions to their interests and experience.</p>	<p>Presenter: Maya will briefly explain survey instructions.</p> <p>Participants take survey online.</p> <p>EN -> FR, PR</p>
5 min.	<p>Debrief & next steps</p> <ul style="list-style-type: none"> Assign homework to work through the Institutionalization Tracker for the next session using a case from participants' own context/work. Participants will share a two-minute summary with their country learning group in the next session. Highlight the upcoming deep-dive themes and how they fit into the tool; encourage people to 	<p>Presenter: Maya will briefly introduce next session and preparation work to do in the meantime.</p> <p>Participants will take note of preparation work for next session.</p> <p>EN -> FR, PR</p>

	<p>come back with questions, reflections, feedback.</p> <ul style="list-style-type: none"> Remind participants that there will be follow-up communication with the recording and materials for the next session. 	
After	After the session, an email will be shared with the session recording, materials, additional resources and homework for next session.	KIX will send email with recording and materials to prepare for next session.

Appendix 3: Multi-stakeholder partnerships to support identifying, adapting, and scaling relevant education initiatives (Session 2)

Time	Activity	Roles
Before	<p>Before the session, we kindly request that participants:</p> <ul style="list-style-type: none"> Complete the Institutionalization Tracker Tool in their preferred language using a case from their own context. Note any questions they would like to discuss with the group during the next session as well as any feedback they might have on the tool itself. Think about an example of an innovative partnership or financing model from their context that they would like to study further or key challenges they have faced securing financing for scaling. 	<p>KIX Hubs will send out an email to participants ahead of time with pre-reading materials and session details.</p> <p>Participants will complete the pre-session activities.</p>
5 min.	<p>Welcome: Quick overview of agenda, recap rules of engagement, and introduce today's focus on innovative partnerships and funding. Introduce first breakout room session. <i>Speaker: Molly Curtiss Wyss, Center for Universal Education Brookings Institution</i></p>	<p>Presenter: Molly Curtiss Wyss</p> <ul style="list-style-type: none"> Brief recap of at-home work from last's session and review how to join breakout rooms. <p>Participants will introduce themselves in the chat and choose a language channel.</p> <p>EN -> FR & PR</p>
15 min.	<p>Warm up activity: In small groups participants present on their example</p>	<p>Facilitators</p>

	with the Institutionalization Tracker tool and then focus discussion on a few specific categories (finance, stakeholder engagement, equity).	Participants will share their experiences using the tool and preview today's topic of innovative partnerships and funding. EN, FR & PR
15 min.	Deep dive into TRECC partnership model <i>Speaker: Sabina Vigani, Country Director, TRECC</i>	Presenter: Sabina Vigani (TRECC) Participants will listen and make note of questions to discuss in the upcoming panel session. FR -> EN & PR
45 min.	Panel discussion and Q&A with representatives from the Côte d'Ivoire case: Representatives from the Ministry of Nation Education and Literacy and the cocoa and chocolate industry will speak about their experiences with this partnership and particularly how this approach helped bring additional funding into the sector. <i>Sabina Vigani, Country Director, TRECC</i> <i>Faustin Koffi, General Inspector in charge of Administration and School Life, General Inspectorate, Ministry of National Education and Literacy</i> <i>Madeleine Adaye, PEC National Coordinator, Directorate of Pedagogy and Continuing Training (DPFC), Ministry of National Education and Literacy</i> <i>Mbalo</i>	Moderator: Sabina Vigani Panelists: Faustin Koffi, Madeleine Adaye, Mbalo, >>> Sabina will ask questions of the presenters and take questions from the audience. FR -> EN & SP
30 min.	Small group conversations: Participants will discuss efforts and experiences to bring governments, funders, and nontraditional actors around the table in support of scaling and systems change.	Facilitators Participants will re-join small groups and discuss their own experiences with innovative partnerships and funding models. EN, FR & PR
5 min.	Short online survey on participants' experiences with session two.	Presenter: Molly will briefly explain survey instructions. Participants will take survey. EN -> FR, PR

5 min.	Debrief & next steps <ul style="list-style-type: none"> Assign homework to work through the Institutionalization Tracker and identify three priority actions to take this work forward. Think about some common challenges with using data and evidence to inform decision-making from participants' own context. 	<p>Presenter: Maya will briefly introduce next session and preparation work to do in the meantime.</p> <p>Participants will take note of preparation work for next session.</p> <p>EN -> FR, PR</p>
After	After the session, an email will be shared with the session recording, materials, additional resources and homework for next session.	KIX will send email.

Appendix 4: Data and continuous learning for scaling through institutionalization (Session 3)

Time	Activity	Roles
5 min.	Welcome: Quick overview of agenda, recap rules of engagement, expectations and goal-sharing (essential questions, problem statement). Opening remarks about the aims of today's session. Introduce first breakout room session. <i>Speaker: Molly Curtiss Wyss, Center for Universal Education Brookings Institution</i>	<p>Presenter: Molly</p> <ul style="list-style-type: none"> Introduce the session and emphasize the focus today will be on data and evidence to inform scaling. Brief recap of at-home work from last's session and review how to join breakout rooms. <p>Participants will introduce themselves in the chat and choose a language channel.</p> <p>EN -> FR & PR</p>
25 min.	Small group discussions: Discuss key challenges faced with using data and evidence to inform decision-making; participants' own experiences, challenges, successes, recommendations; questions on this theme; and what type of support or resources would be most useful.	<p>Facilitators</p> <p>Participants will share their experiences using the tool and preview today's topic of using data and evidence for scaling.</p> <p>EN, FR & PR</p>
20 min.	Sharing examples and experience from Côte d'Ivoire case	<p>Presenter: Karine Kouacou, Ben Tan</p> <p>Participants will listen and make note of questions to discuss in the upcoming panel session.</p>

	<i>Proposed speaker: Karine Kouacou and Ben Tan from Innovations for Poverty Action</i>	FR -> EN & PR
10 min.	Questions and Answer Session	Moderator: Molly Curtiss Wyss EN, FR, PR
30 min.	Facilitated plenary discussions: In language groups, bringing together key themes from the small group conversations and the case study.	Moderator: A19 & A21 FR -> EN & PR
15 min.	Closing remarks: A representative from both the A21 and A19 will share back ideas from the plenary session about how to take this work forward.	Representative from A19 and A21 EN & FR -> PR
5 min.	Short online survey on participants' experiences with all three sessions.	Presenter: Molly will briefly explain survey instructions. Participants will choose which survey to take based on language and fill in online. EN -> FR, PR
After	After the session, an email will be shared with the session recording, materials and certificates for those who attended all three sessions.	KIX will send email with recording and materials to prepare for next session.