SUMMARY DOCUMENT:
KNOWLEDGE AND INNOVATION EXCHANGE (KIX) WORK ON TEACHERS AND TEACHING

INTRODUCTION

The GPE Knowledge and Innovation Exchange (KIX) is a joint endeavor between the Global Partnership for Education (GPE)and the International Development Research Centre (IDRC) that connects expertise, innovation, and knowledge to help partner countries build stronger, transformational education systems.

KIX is comprised of two main components. **The KIX learning exchange** is comprised of four regional hubs that surface shared policy challenges, and support knowledge mobilization and exchange between partner countries on responses to those challenges through varied format events including workshops, presentations, podcasts, and capacity building activities. **The KIX funding mechanism** provides multi-country grants that invest in knowledge generation and innovation, and scale proven approaches, in a range of thematic areas.

This document provides a summary of learning exchange activities and investments in grants – i.e., both KIX components

- in the thematic area of **Teachers and Teaching**.

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KIX LEARNING EXCHANGE

KIX AFRICA 19 REGIONAL HUB
HTTPS://WWW.GPEKIX.ORG/REGIONAL-HUB/KIX-AFRICA-19

VIRTUAL WORKSHOPS

Strengthening Competency-Based Education (CBE) and Curricula

Virtual eight-session CoP workshop - June 2, 9, 16, 23 and July 7, 14, 21, 28, 2022

In this community of practice (CoP) workshop, the KIX Africa 19 Secretariat aims to strengthen the capacities of participating policymakers to implement reforms in competency-based education (CBE) in their national education systems or teacher education institutes. Two of the eight main topics to be discussed are: (i) Effectively strengthening teachers' capacities in low-resource contexts; and (ii) implementing competency-based curriculum and approaches in teacher preparation, education, and professional development.

Strengthening our Practices and Systems for Learner-Centered Education

Virtual six-session CoP workshop - July 1, 8, 15, 22, 29 and August 5, 2021

The purpose of this CoP workshop in the Foundations of Educational Quality was to bring together regional experts, ministry officers, and policy actors in curriculum, teaching, assessment design, and education planning to share their expertise, experiences, challenges, and innovations in curriculum, teaching, learning, and learning assessment to enrich their understanding of the domain and to extract policy ideas from other ministries and from technical advisors. Two of the six sessions held were: (i) **Teacher professional development for competency-based education** (July 8); and (ii) **regional projects as case studies on stakeholder engagement and scaling of innovations in teaching and learning** (August 5; the cases of **TPD@Scale** in Ghana, and **TaRL** in Nigeria and Zambia were presented).

HYBRID ROUND TABLES

Ensuring a systems' approach in innovative teacher policymaking and education development amidst emerging issues: Experiences and lessons learnt in Africa

Hybrid round table - December 3, 2021

This hybrid round table -held within the context of the 13th Policy Dialogue Forum and Governance Meetings of UNESCO International Task Force on Teachers for Education 2030- featured perspectives from The Gambia, Kenya, Uganda, and Zambia. Its objective was for policymakers, education experts, and researchers to exchange critical knowledge and innovative strategies regarding teacher professional development.

WEBINARS

Teaching & learning during COVID-19

Webinar - November 17, 2020

This webinar provided an opportunity for country representatives from three member states of the KIX Africa 19 Hub -Lesotho, Sierra Leone, and Malawi- to present on their teaching and learning responses to the COVID-19 pandemic, including their progress in ensuring continuity of learning, the challenges they had faced, and their success stories.

DIGITAL TOOLS

KIX Africa 19 Hub Digital Repository. The repository is a tool to facilitate the exchange of knowledge and resources in education in the hub's 19 member countries including stakeholders and the general public. It contains evidence-based resources on education innovations from the countries that are covered by the Africa 19 hub across East, West, and southern Africa. One of the main thematic sections in the repository is Teaching & Learning.

KIX AFRICA 21 REGIONAL HUB:

HTTPS://WWW.GPEKIX.ORG/REGIONAL-HUB/KIX-AFRICA-21

VIRTUAL ROUND TABLES

Adapting teacher training to the issues and challenges of teaching and learning in the 21st century

Virtual round table - April 14, 2022

The objectives of this round table were: (i) to analyze the issue of the adequacy of job training for teachers at the elementary/primary and lower secondary levels and the major changes that require new teaching skills and new academic learning; and (ii) to discuss experiences and models of organizing the initial training and continuing professional development (CPD) of teachers that reflect the needs for new professional knowledge and skills and new academic learning.

The issue of entry and retention in the teaching profession in basic education

Virtual round table - October 5, 2021

The objectives of this round table were (i) to share country experiences on the conditions of entry into the teaching profession at the elementary/primary and junior high school levels; (ii) to discuss the competencies targeted by initial trainings; (iii) to discuss the systems in place for professional integration and support for new teachers; and (iv) to share country experiences on continuous education and teacher retention policies.

[Quality Assurance of Pre-service Training of Teachers in Sub-Saharan African Countries](#)

Virtual round table - June 23, 2021

The goal of this round table was to offer experts from the hub's member countries a platform for the discussion of quality assurance practices, in particular, on the topic of evaluation of training systems for primary and lower secondary school teachers.

[The Need to Renew Teachers' Skills and Knowledge in the 21st Century: A Look at the African Context](#)

Virtual round table - March 31, 2021

The aim of this round table was to open a debate on the future of education systems in the KIX Africa 21 partner countries, particularly in terms of skills and new pedagogical practices in teacher training to ensure an inclusive and high-quality future education.

PODCAST EPISODES

[First episode of the podcast "Parole d'experts" by the KIX Africa 21 hub: A conversation with Zara Bakingue](#)

Podcast episode - October 8, 2021

This episode examined the importance of teacher training programs for the skills development of teachers. The hosts spoke to Ms. Zara Bakingue, Director of Initial and Continuous Teacher Training at the Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education of Niger. Ms. Bakingue discussed the strategies developed by Niger to ensure quality teacher training as well as the monitoring and evaluation mechanism of the trained teachers

KIX EUROPE, ASIA AND PACIFIC HUB:
HTTPS://WWW.NORRAG.ORG/KIX-EAP/

WEBINARS

[12th KIX EAP Webinar: Education as Development in the centenary of Paulo Freire](#)

Webinar - March 30, 2022

The webinar explored the links between Education and Development through the lens of Paulo Freire and celebrated the centenary of the Brazilian educator. One of the four presentations focused on the core messages from Freire's book

"Teachers as Cultural Workers" and their implications for teacher education programs in the Arab region.

[11th KIX EAP Webinar: Building the Capacity of Teachers @Scale for Inclusive and Equitable Quality Education](#)

Webinar - February 17, 2022

This webinar presented examples of [TPD@Scale](#) models in China, India, Indonesia, the Philippines, and Uzbekistan. The presentations illustrated timelines for developing, field testing, and scaling the TPD@Scale model, including its adaptation to the COVID-19 pandemic. They also provided key insights for designing and implementing TPD@Scale, such as designing for scale and localizing for inclusion; matching technology choice with professional learning needs; and a constant need to act, evaluate, and improve.

[6th KIX EAP Webinar: Teachers as Agents of Change - Supporting, Enabling, and Empowering](#)

Webinar - February 24, 2021

This webinar on supporting, enabling, and empowering teachers, discussed the following topics: (i) The genesis of and rationale for the International Teacher Leadership initiative; (ii) The experience of non-positional teacher leadership; and (iii)Teacher Leadership in Kazakhstan initiative. Derived from this event, a blog post was developed and published.

[5th KIX EAP Webinar: Curriculum Implementation - Competency-based learning and the alignment of curriculum, pedagogy, and assessment](#)

Webinar - November 25, 2020

This webinar highlighted experiences and challenges faced by many countries in meeting '21st century' skills and in implementing competency-based learning approaches. The particular cases of Afghanistan, Bangladesh, Bhutan, and Vietnam were discussed. This discussion included the following topics: (i) the implications to teachers, including the demands on professional development, (ii) the redesign of teaching and learning materials, (iii) the pressures over the national assessment systems, (iv) the process for implementing a competency-based curriculum, and (v) the role of parents.

VIRTUAL CONFERENCES

[KIX EAP Education Policy Innovation Conference (EPIC) - Day4](#)

Virtual conference - October 28, 2021

The fourth -and final- day of the EPIC Conference examined the topic of Teaching Quality and Learning. The keynote address was delivered by Freda Wolfenden, Professor of Education and International Development at Open University. Her presentation focused on the topic of scaling innovations, in particular related to teacher professional development. The keynote address was followed by five thematic sessions and a closing session: (i) educating educators for the future; (ii) 21st century teaching and learning; (iii) developing teacher competence; (iv) the context for effective learning; and (v) developing and improving instruction quality.

PODCAST EPISODES

Fifth episode of the KIX EAP Podcast: A conversation with Bal Chandra Luitel

Podcast Episode - August 31, 2021

This episode, hosted by Ryan Allen (Assistant Professor, Chapman University), featured Bal Chandra Luitel PhD (Professor, Kathmandu University's School of Education). Dr Luitel discussed transformative math and the challenges in training teachers with this unconventional paradigm in Nepal.

Fourth episode of the KIX EAP Podcast: A conversation with Aminath Shafiya Adam

Podcast Episode - July 6, 2021

This episode, hosted by Ryan Allen (Assistant Professor, Chapman University), featured Aminath Shafiya Adam PhD (Assistant Professor, The Maldives National University). Dr Adam explained how she trains future teachers to become "Champions" in their classrooms through positivity.

KIX LATIN AMERICA AND CARIBBEAN HUB:
HTTPS://WWW.SUMMAEDU.ORG/EN/KIXLAC/

WEBINARS

Effective teaching practices in teacher training curricula

Webinar - March 24, 2022

This webinar featured Dr. Zemira Mevarech and Dr. Ornit Spektor-Levy (Bar-Ilan University, Tel Aviv). The objective of this event was to initiate a discussion on reforming teacher education in the Eastern Caribbean by introducing effective pedagogical practices that enhance student learning and impact student performance in terms of feedback, collaborative learning and metacognition.

Teacher professional development in Latin America and the Caribbean

Webinar - October 22, 2020

This event was an opportunity to discuss challenges to teacher professional development in the LAC region. The webinar had Dr. Denise Vaillant (ORT, Uruguay), and Rafer Gordon (Education specialist, OECS) as speakers, with the moderation of Ivana Zacarias (researcher, KIX LAC). During their interventions, Dr. Valliant highlighted the heterogeneity of the region in terms of diversity of the training models and realities, while Mr. Gordon explained how teacher quality is intrinsically linked to the quality of initial and continuing professional development programs.

VIRTUAL CONFERENCES AND SYMPOSIUMS

2nd KIX LAC International Conference: Post-pandemic education - How has teaching been affected? Responses and innovations to ensure comprehensive learning in Latin America and the Caribbean

Virtual conference – May 31 and June 1, 2022

This event will bring together high-level professionals and academic experts to discuss strategies, research, and innovations to address the challenges of comprehensive learning recovery from a global, regional, and national perspective. Specifically, the conference will present the progress and results of different KIX supported projects being implemented in LAC, including (but not limited to): (i) teacher professional development systems; (ii) peer mentoring of teachers and school leaders for equitable rural education; and (iii) teacher training and scalability of educational innovations.

Educating in Times of Crisis and Emergency

Symposium - December 9, 2021

The objective of this event was to create a space for reflection and gathering around the various ways in which countries have responded to educational challenges in times of crisis, whether environmental, health, migration, gender, social or political. The event included -but was not limited to- the following presentations: (i) Innovation Locally Driven Through Collaborative Work Between Teachers During COVID: A Professional Learning Community in Rural Areas of El Salvador; (ii) Emergencies and Education: Contributions from RedLEI in Strengthening Teacher Teams; (iii) Teacher Professional Learning in the Transition to Remote Education: The Case of Honduras in the COVID-19 Context; (iv) Discussions on Teaching Math in Times of Pandemic: An Experience of Salvadoran Teachers; and (v) Teaching in Multiple Emergencies: A Qualitative Study on the Well-being of Nicaraguan Educators.

1st KIX LAC International Conference: Teaching and Innovation 2021 - Teacher professional development in times of COVID, opportunities for innovation

Virtual conference - April 21, 2021

This event brought together Dr. Michael Fullan, Ministers of Education from the region and representatives of international organizations, to share innovations in teacher professional development and the challenges faced by the countries in the face of COVID-19. The main topics discussed were: (i) Global and regional initiatives on Teacher Professional Development; (ii) the national experience of some KIX LAC countries; and (iii) the challenges of teacher professional development based on the New Pedagogies for Deep Learning.

VIRTUAL WORKSHOPS AND WORKING MEETINGS

Capacity building for teacher policy development in Central America and the Caribbean

Virtual workshop - October 26, 2021

The main objective of this workshop was to strengthen knowledge and understanding of the process of development, dimensions and implementation of teacher policy, presented in the "Teacher Policy Development Guide" (2019), a tool designed by the International Task Force on Teachers to assist national policy- and decision-makers and education officials to develop an informed teacher policy as an integrated component of national education sector plans or policies, aligned to national development plans and strategies.

Innovations for Teacher Professional Development, what role do teachers' unions play?

Virtual working meeting - March 11, 2021

This event brought together the leaders of diverse teachers' unions of member countries of the KIX LAC hub. The meeting provided an opportunity to learn from them about the situation and challenges faced by teachers in Dominica, Grenada, Honduras and St. Vincent and the Grenadines in the performance of their daily work in the classroom (especially those derived from the COVID-19 pandemic), and to discuss the role that teachers' unions can play to ameliorate or surpass said challenges.

PODCAST EPISODES

"KIX LAC Conversations": A conversation with Rossen Mirón López

Video podcast episode - August 31, 2021

This episode, hosted by Maciel Morales Aceitón (Researcher, KIX LAC), featured Rossen Mirón López (Head of the Department of Social Studies, General Directorate of Educational Assessment and Research, Ministry of Education of Guatemala). The topic discussed was "What is the best method to teach reading? A model to explain and predict the learning on how to read". The objective of the conversation was to discuss the main challenges children encounter when learning how to read, and the importance of having a model that could guide teachers, managers, education workers, and governments for developing more effective policies and educational strategies.

"KIX LAC Conversations": A conversation with Gloria Menjívar

Video podcast episode - October 22, 2020

This episode, hosted by Christian Silva (Director of Communications, SUMMA), featured Gloria Menjívar PhD (Undersecretary of Education, Honduras). The topic discussed was "Teacher Professional Development and Public Policies: Progress, Lessons, and Challenges from Honduras". During the conversation, she addressed -among other topics- the characteristics of the aspiring teacher population in Honduras; the characteristics of initial and continuous training; the current legal framework for teacher professional development, and the new challenges in the context of COVID-19.

PUBLICATIONS

Teaching under construction: Challenges in teacher professional development in Central America and the Caribbean

Policy brief - August 2021

In this policy brief, the author addresses the challenges of teacher professional development (TPD) in Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, Saint Lucia, and Saint Vincent and the Grenadines (such as the low requirements to become a teacher, the need of further training and shortage of teachers in certain areas, unequal distribution of trained teachers, limited opportunities for in-service development, among others), and proposes policy recommendations to surpass them. Author: Ivana Zacarias.

Expanding the right to education in Central America and the Caribbean

Synthesis report - 2021

This document summarizes the results of the first stage of a study on the main educational challenges in Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, and St. Vincent & the Grenadines. A qualitative inductive-based methodology was used, through which 51 institutional documents and databases were analyzed, and 16 interviews were

conducted with representatives from the 8 countries. The report includes a section on 'Strengthening teacher professional development'. Authors: Javier González, Raúl Chacón, Ivana Zacarías, Manuel Sepúlveda, Carlene Radix, Sonia Rees, Sisera Simon, Rafer Gordon.

Country reviews - KIX LAC

Reports - 2021-2022

These documents try to identify the main challenges and opportunities in the education system of the reviewed country. So far, country reviews for **Dominica**, **Haiti**, **Honduras**, **Grenada**, **Guyana**, **Saint Lucia**, and **Saint Vincent and the Grenadines** have been developed and published. All of these reviews include a chapter on 'teachers & educational leaders'.

MISC.

Online regional survey: The Teacher's Voice for Latin America and the Caribbean. During 2021, more than 200,000 teachers of the LAC region responded to this survey. It allowed to identify challenges, gather lessons, and propose strategies for educational improvement in times of COVID. This exercise provided updated and comparable information to support decision-making, generated regional collaboration, and promoted the exchange of experiences and lessons learned among countries. It also offered valuable information on teachers' strategies to maintain the link with their students and management teams during the pandemic; on the way in which distance school work is organized; on the types of pedagogical activities and the availability of digital resources available to teachers; on curricular prioritization practices and availability of support materials for students and teachers; on their socio-emotional well-being; and on the main challenges and needs of teachers in the region. A policy report on Teacher Professional Development and COVID Responses in Education will be presented with the results of the survey in the coming months as part of a significant knowledge mobilization effort on post-COVID learning responses and recovery in LAC.

Infographics. One infographic that focuses on the topic of teachers and teaching, titled '**Why is it important to address teacher professional development in LAC?**' has been published. In addition, two more general infographics that more briefly touch upon the subject have been developed: '**What educational challenges does the Caribbean face?**' and '**7 urgent educational challenges for Central America and the Caribbean**'.

GLOBAL GRANTS

Adapting and scaling teacher professional development approaches in Ghana, Honduras, and Uzbekistan

Problem. Barriers facing education are particularly pronounced in developing countries, where both a sizeable shortage of teachers, and untrained or undertrained teachers, have a direct impact on the reach and quality of education. Strengthening systems of teacher professional development (TPD) and delivering them at scale while addressing issues of quality, equity, and efficiency, are fundamental to improving education system performance as a whole.

What is KIX doing? Over a period of 30 months, the Foundation for Information Technology Education and Development (FITED) in partnership with SUMMA and Worldreader will apply information and communication technologies (ICTs) — blending online, offline, digital, and traditional teacher training modalities — to enable more equitable access to and participation in quality teacher learning experiences in **Ghana, Honduras**, and **Uzbekistan**.

What do we hope to see? A framework and guidelines for adapting, implementing, evaluating, and continuously improving upon proven TPD@Scale models; increased capacity of ministries of education and relevant education stakeholders at all levels to design, develop, implement, evaluate, and continuously improve TPD@Scale; and evidence-based changes in policy and practice towards improved access to quality teacher professional development using the TPD@Scale approach.

Teaching at the right level: learning how to improve teacher support through mentoring and monitoring

Problem. Millions of children in school in GPE countries lack basic reading and math skills, with poor children learning the least. Teachers often lack the skills, tools, and support they need to effectively teach children. Traditional pedagogies do not allow for tailoring to children's learning needs, which is critical for learning. Further, the education sector plans in Zambia, Nigeria and Cote d'Ivoire clearly identify quality education and teacher support as key priorities.

What is KIX doing? Through adapting and scaling an evidence-based innovation called Teaching at the Right Level, KIX will enhance the quality of primary education in **Nigeria, Zambia**, and **Cote d'Ivoire**.

Teaching at the Right Level (TaRL) is an evidence-based initiative that enhances the quality of primary education through improving teacher capacity to improve children's foundational skills and by supporting teachers through mentoring and monitoring to ensure their success in the classroom.

A consortium comprising Pratham and J-PAL will implement research over a period of 42 months to learn how to help government systems better support teachers at scale, even in settings with resource constraints. This includes working closely with ministries to improve understanding of existing systems, pilot new innovations to the TaRL mentoring and monitoring approaches, and rigorously test the best innovations at scale in government systems, thus providing directly relevant learnings for the broader community of practice working on TaRL and the wider international education community.

What do we hope to see? Improved functional literacy and numeracy of children as a result of more responsive teaching and pedagogical approaches; improved in-service teacher training methodologies; re-professionalization of teaching in

target countries.

Connected Learning for Teacher Capacity Building in STEM

Problem. There is a global undersupply of quality science, technology, engineering, and mathematics (STEM) teachers. This shortage tends to be more pronounced in developing countries, and has direct repercussions on the reach, quality, and impacts of education.

What is KIX doing? Through testing and adapting the Connected Learning Initiative (CLIx), a proven approach to strengthen STEM teacher training, KIX aspires to increase the supply of quality STEM teachers in **Bhutan, Nigeria**, and **Tanzania**.

In a nutshell, CLIx consists of curated and adapted open education resources and supports a community of practice via mobile devices for middle and secondary STEM teachers' professional development.

Over a period of 33 months, and led by Ibrahim Badamasi Babangida University (IBBU), the project aims to adapt and scale CLIx through a participatory and localized ecosystem approach, to positively influence policy, practice, and research in teacher education, as well as support learning across the three countries. The project has gender, equity, and inclusion embedded in its design and strategies. Two major studies will be developed to generate knowledge on the processes and factors that support the adaptation of the CLIx innovative approach for new contexts, as well as the practices and conditions to support scaling in these contexts.

What do we hope to see? A suite of open education resources curated and adapted to local contexts and needs, new CoPs created on ICT platforms, new knowledge on adapting teacher training approaches shared and integrated into teacher education institutions and, ultimately, a larger supply of quality STEM teachers in beneficiary countries.

REGIONAL GRANTS

Strengthening school based in-service teacher mentorship and support

Problem. Many in-service teachers in sub-Saharan Africa do not adequately benefit from meaningful continuous professional development that can enhance their capacity. Many times, this can lead to inadequate content mastery and a lack of pedagogical skills. Facing a context of acute shortages of qualified teachers and rapidly expanding basic education sectors, continuous professional development is vital for this region.

What is KIX doing? Through adapting and scaling up the School based In-service Teacher Training (SITT), a proven teacher mentorship support model, KIX seeks to improve the capacities of secondary school teachers in **Tanzania, Kenya**, and **Zambia**.

SITT is a practice-based approach that involves training experienced teachers and college tutors to mentor secondary-school teachers through peer-learning exchange, model lessons, and team teaching. The project will be implemented by Dar es Salaam University, University of Zambia, Kibabii University of Kenya, and HELVETAS Swiss Intercooperation.

What do we hope to see? Evidence on the sustainability and efficiency of teacher mentorship programs (with a focus on secondary school level teachers); more comprehensive continuous teacher professional development programs in target countries that include the mentorship and support approach; enhanced capacities of experienced teachers to provide guidance to other teachers; and improved skills of secondary school teachers -and thus, better quality of basic education- in the three countries.

The Forum of African Women Educationalists' gender-sensitive school model as an innovative response to the challenge of gender equality

Problem. In sub-Saharan Africa, girls are more likely to be out of school when compared to boys, and they face more obstacles to their progress, participation, and learning. The COVID-19 pandemic has exacerbated these difficulties by keeping girls away from school for a prolonged period, exposing them to early marriages, sexual assaults, and teen pregnancies.

What is KIX doing? Over a period of 33 months, FAWE, LARTES-IFAN, and Fondation Paul Gérin-Lajoie, will assess how FAWE's gender-sensitive school model can be adapted and implemented in Burundi, Democratic Republic of the Congo, Madagascar, and Mali.

In a nutshell, this proven model is designed to equip teachers with knowledge, skills, and attitudes that enable them to respond adequately to the learning needs of girls and boys through the implementation of gender-aware classroom processes and practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community.

What do we hope to see? Evidence of the model's effectiveness, adaptability, and scalability for the four target countries; improved capacity of education policymakers -and other key stakeholders- to adopt and scale this model.

Science, Technology, Engineering and Mathematics (STEM) Teacher and student education for Primary Schools—STEPS

Problem. African countries are confronted with a myriad of educational challenges, including an insufficient number of qualified subject-teachers. This is particularly true for teachers of science, technology, engineering, and mathematics (STEM).

What is KIX doing? Through the development of STEM learning materials, relevant pedagogy and curriculum, and ongoing training of teachers, this project seeks to improve equitable and quality learning environments for all learners in **Benin, Cameroon**, and the **Democratic Republic of the Congo (DRC).**

Over a period of 32 months, a consortium comprising the Cameroon Baptist Convention Education Department, the Emmanuel Community, HEAR Congo, and Trois Soeurs Education Fund, supported by NextGenU (a portal to free and accredited higher education), Scientific Animations Without Borders (which provides multi-lingual, inclusive educational content for STEM), and EDGEofEducation (a Japan-based EdTech foundation) will develop, pilot, and refine STEM learning materials, with the view to scaling them in the education systems of the three countries, and specifically addressing the need for both low and higher tech solutions, cost-effectiveness, and multilingual content.

What do we hope to see? Scalable innovative digital STEM related multilingual contents and training courses for both, students and teachers, adapted to the needs and context of the three beneficiary countries; strengthened STEM teacher professional capacities; and improved -more equitable- learning environments.

Improving Community Teacher Development in the Digital Era

Problem. In sub-Saharan Africa, many primary school teachers do not have the skills to implement a curriculum and curriculum reforms because they receive little initial training and/or inadequate in-service professional development. Many times, this can be traced -in-part- to the competency of teacher trainers.

What is KIX doing? Over the duration of the project, a consortium comprising Université de Yaoundé I, École Normale Supérieure N'Djamena, and École Normale Supérieure de Bangui, will design, implement, and strengthen an innovative system of content and networks to train teacher trainers for the bilingual and multilingual contexts of Cameroon, the Central African Republic, and Chad. This training model will use a hybrid -virtual and in-person- format. The project will provide evidence that supports scaling this model.

What do we hope to see? Scalable, hybrid, multilingual, training model; improved capacities and competencies of teacher trainers; increased levels of initial training of primary school teachers, and ongoing support to improve their professional skills.

The impact of gender and inclusive pedagogies on students' participation and learning achievement

Problem. Bangladesh, Bhutan, Nepal, Vietnam, and **Timor-Leste** face several common equity-related challenges linked to gender equality and inclusion that negatively affect student participation and performance (most acutely at the secondary-school level). The COVID-19 pandemic further exacerbated these challenges and inequalities and, if they are not addressed urgently, student participation and achievement -especially from a gender-equity and inclusion perspective- may further deteriorate.

What is KIX doing? By introducing an evidence-based, gender- and inclusion-focused teacher professional development package, KIX seeks to enhance teacher competency to address equity concerns and improve students' participation and learning achievement in the five participating countries. The project includes an experimental research design to test the effects of this GIP (Gender and Inclusive Pedagogies) intervention on students' participation and learning achievement, and on teachers' attitudes, sense of self-efficacy, and classroom practices.

The project will be implemented by Dhaka University, Tribhuvan University, Vietnam Institute of Education Sciences, Royal University of Bhutan, and Universidade Nacional Timor Lorosa'e and will promote the scale-up of GIP by developing advocacy frameworks for each participating country, and by establishing a regional collaboration platform.

What do we hope to see? An improved and more equal student participation and learning achievement derived from teachers' practices that better address differences in students' gender, ability, ethnicity, and other factors; evidence on the impact of GIP interventions on teachers' attitudes and classroom practices, and on students' participation and learning achievement.

A Multi-Modal Approach to Teacher Professional Development in Low Resource Settings

Problem. In Afghanistan, Maldives, and Nepal there are large gaps in the professional development of teacher educators and teachers -especially- regarding the use of distance learning technologies, action research, and professional communities of practice. Addressing these gaps is urgent, particularly in the current global context, and in response to the requirements of the evolving educational reforms in these countries.

What is KIX doing? Over a period of 31 months, Villa College, the Swedish Committee for Afghanistan, and the Tata Institute of Social Sciences (TISS), will implement innovative multi-modal approaches for the improvement of teacher professional development in participating countries. These approaches were designed by TISS for under-resourced and developing countries and entail the usage of diverse technologies and modalities that are adaptable and context-appropriate, combined with action research, and social learning (through the establishment of professional learning communities).

The project will also produce studies that measure/analyze the impacts -in knowledge, perceptions, attitudes, skills, implications for gender and other backgrounds, etc.- of the use of ICTs for inclusive distance learning.

What do we hope to see? Improved quality of distance teaching and learning; strengthened capacity of teachers to use technology and professional learning communities to enhance their practices; and sustainable teacher professional development multi-modal approaches being promoted in participating countries.

Distance education to improve quality and access to school education in Kyrgyzstan, Mongolia, and Tajikistan

Problem. In Kyrgyzstan, Mongolia, and Tajikistan, the ongoing COVID-19 pandemic has increased the pre-existing gaps in educational opportunities for school children. Those children who already faced inequalities in educational access are likely to be the most affected. Distance education has the potential to be an effective way to provide access and continuity of education during such disruptions, but more attention needs to be paid to accessibility, quality, and equity issues.

What is KIX doing? Over a period of 31 months, the Taalim-Forum Public Foundation, in partnership with Anahita, and the Nomadic Nature Conservation, will study experiences of the three participating countries in using distance education to

understand what works, and what more needs to be done, providing ideas for their enhancement and scalability. It will focus on the use of distance education to address inequalities in educational access and quality. One of the specific aims of the project is to strengthen the capacity of teachers, students, and parents to use distance education tools.

What do we hope to see? Improved systems of teachers' professional development (with a focus on ICT competencies); strengthened capacities -of teachers, students, and parents- in the use of distance education tools; increased -and more equitable- access to quality distance education in the three countries (especially for children from disadvantaged groups).

School leaders as agents of change towards equity and inclusion

Problem. Many girls and children with disabilities (CWD) experience multiple barriers -family/community issues, concerns over safety of girls on their journey to school, pedagogical practices to adapt teaching to the learning needs of different children, among others- that exclude them from quality education. This holds countries back from reaching their human, economic and political development goals.

What is KIX doing? By developing, testing, and scaling the Networked Improved Community (NIC), a capacity strengthening methodology, KIX aims for school principals to become agents for change in their schools and school districts in **Pakistan, Nepal**, and **Afghanistan**.

The NIC methodology will focus on empowering and preparing school principals to identify barriers to equity and inclusion, enact data-driven solutions, and involve teachers and school communities to adapt pedagogy and improve access and learning of girls, CWD and other marginalized learners. The project will be implemented through mixed methods by FIT-ED, in partnership with Kathmandu University, Allama Iqbal Open University, and the Canadian Women for Women in Afghanistan.

What do we hope to see? Improved access and learning of girls, CWD, and other marginalized learners; equity and inclusion challenges and barriers being addressed -from the ground up in a sustainable and socially accepted manner- by teachers and school communities led by empowered and prepared school principals.

Strengthening teachers and school principals' capacity for scaling innovation from the bottom up in the education system in the Caribbean

Problem. In some countries of the Caribbean, there is an absence of bottom-up innovation within the education systems. This is due -in part- to the lack of capacity of local actors -such as teachers, principals, and education administrators- to develop and promote said type of innovation.

What is KIX doing? Through testing and adapting specific proven methodologies to the context of **Haiti** and **St. Lucia's** education systems, KIX aims to enhance the capacity of key local actors to introduce innovations from the bottom up. In concrete, these methodologies will allow teachers, principals, and education administrators to adequately identify and understand specific educational challenges, devise and test solutions, and share results with peers and decision-makers.

The project will combine qualitative and quantitative methods with participatory components throughout its different phases, and will support and inform ongoing national policy reforms in both beneficiary countries, as well as regional initiatives, focusing on conditions for effective scalability of innovations and capacity building interventions. It will be led by the Université d'Etat d'Haiti, in a consortium with Wilfrid Laurier University, and Raise Your Voice.

What do we hope to see? Local actors' capacities to introduce innovations from the bottom up enhanced; and an improved innovation culture from the bottom up within the education systems of both participating countries aligned with the threefold goal of addressing social needs, improving key stakeholders' capacities, and using scarce resources efficiently.

Adapting and Scaling Peer Tutoring for Teachers and School Leaders for Equitable Rural Education

Problem. In rural environments of Honduras and Nicaragua, gender inequality, violence, scarcity of resources, and high school dropout rates, make it particularly challenging for children to achieve positive school results. These challenges and inequalities are sometimes exacerbated by inadequate capacities or poor professional development of school principals and teachers.

What is KIX doing? Over a period of 30 months, Fundación Educación 2020, in partnership with Fundación Fe y Alegría, and The Nicaraguan Educational Forum, will implement a pilot of a proven innovative peer tutoring model, targeting teachers and school principals in rural contexts in both participating countries. This pilot promises to be adaptable, scalable, and cost-effective, and will be focused on the improvement of teacher professional training processes, leadership competencies for innovation, and the achievement of significant learning for students.

What do we hope to see? Better teacher professional development, enhanced capacities to introduce innovations at the school principal level and, ultimately, improved -more equitable- achievement of learning and positive school results for children.

KIX COVID-19 OBSERVATORY FOR AFRICA:
HTTPS://WWW.ADEANET.ORG/EN/KIX-OBSERVATORY

WEBINARS

Education Financing, Teacher and Learner Well-being, and School Reopening

Webinar - April 29, 2021

This webinar presented the Observatory's emerging synthesis findings on COVID-19 education and policy response of 41 GPE country partners in Africa with respect to (i) education financing, (ii) teacher and learner well-being, and (iii) school reopening. It was also an opportunity for countries to share their latest efforts, strategies, and partnerships that address the impact of COVID-19 on these three topics.

PUBLICATIONS

Teacher Training and Support in Africa during the COVID-19 Pandemic

This report from January 2022 synthesizes available evidence on the policies and practices of 40 sub-Saharan African (SSA) partner countries of the Global Partnership for Education (GPE) with respect to teacher training and support during the COVID-19 pandemic. In addition to examining country responses to teacher training and support, this report identifies challenges countries encountered in meeting the needs of teachers during the COVID-19 period, and emerging areas of research focus. A series of recommendations are also presented. In addition, a **policy brief** derived from this report was published in February 2022.

[Teaching and learner well-being during the COVID-19 pandemic](#)

This brief from January 2021 was developed with the intent to encourage and promote a culture of evidence sharing about policy- and practice-level education interventions in response to the COVID-19 pandemic, as well as targeted recommendations in two areas – (i) Teachers and Teaching, and (ii) Learner Well-being and Learning.

DIGITAL TOOLS

[Teacher Training and Support Live Tracker](#)

This live tracker is a "live" document/tool that aims to identify, and briefly describe, specific policies and activities related to Teacher Training and Support (particularly regarding distance learning) implemented during the COVID-19 Pandemic by diverse African countries with knowledge and evidence sharing purposes.

VIRTUAL FORUMS

[The Africa Policymaker Forum (APF), 4th Forum](#)

This forum in April 2022 focused on discussing the main research findings and recommendations from the [KIX Observatory report on teacher training and support in Africa](#) and provided a space for African policymakers to dialogue and learn from one another on this topic.
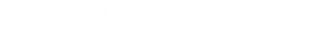
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