Collaborating to Use Evidence in Policy
Ghana Education Evidence Day 2018

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Outline

• Towards Evidence-Informed Practice and Policy

• Partnering to Co-create and Incorporate Evidence: Two Examples

• Next Steps
Towards Evidence-Informed Practice and Policy

Introduction to IPA and our Partnership with the MoE
Champion the Use of Evidence throughout the process

We Work with Academics and Decisionmakers to:

- Identify issues
- Design or identify solutions
- Evaluate these solutions
- Incorporate Evidence Into programs and policies
IPA Ghana
Since 2009

750+ studies globally

64 studies
Partnership with the MoE

10 Education Studies; 8 with MoE

- Since 2009, IPA, MoE, and GES have collaborated on studies including:
  - Impacts of targeted instruction (TCAI)
  - How to improve management in scaling up targeted instruction (STARS)
  - Impacts of teacher training and parental education on KG quality (QP4G)
  - Impact of SHS scholarships
  - Returns to apprenticeship training (NAP)
  - Impacts of improved information on secondary school decisions (GUIIDE)
Educators, decision makers, researchers working closely together to:

- **Co-create** evidence: relevant and rigorous
- **Build commitment** to use results
- **Strengthen capacity** for data and evidence-informed decisions
Partnering to Co-create and Incorporate Evidence:

Two Examples
Co-creating Evidence: Targeted Instruction

Co-creating Evidence: A partnership with the GES, MoYS, GNAT, IPA

- **Issue**: Low, varying learning levels
- **Potential solution**: target teaching to the pupil’s level
- **Evaluation**: TCAI adapted and evaluated it in Ghanaian context
- **Results**: Positive effects on learning outcomes

Funding support: CIFF, DFID, Hewlett Foundation, IGC
Incorporating Results: Strengthening Teacher Accountability to Reach All Students (STARS)

A partnership with MoE, UNICEF and IPA

- Builds on TCAI results
- Focuses on equipping teachers to teach at the level of the child
- Tests different ways to improve delivery / fidelity of implementation

Funding support: UNICEF, World Bank SIEF
Co-creating Evidence: Kindergarten Quality
A partnership with the MoE and other education stakeholders

• **Issue:** kindergarten instruction not adequate to age group

• **Potential solution and evaluation:** co-designed an in-service teacher training to instill play-based learning.

• **Results:** classroom quality and children’s school readiness improved
Incorporating Results: Scaling the In-service Training

How to Apply this Approach at Scale?

- Continue to ask questions and iterate as this gets integrated at scale
- Focus on rural areas
- Ensure strong monitoring of program implementation
What’s Next?

Strengthening the Use of Data and Evidence in Decision-making
On-Going Partnership for Evidence-Informed Policies

- Co-creating Evidence:
  - Identify pressing issues
  - Test solutions to understand what works best

- Incorporating evidence into programs and policies:
  - Identify opportunities for nationwide scaling
  - Iterate to identify and address contextual and scaling challenges

Funding support: Omidyar Network, Marshall Foundation, Hewlett Foundation, Aestus Foundation, Echidna, Three Graces Foundation
Using Data for Delivery & Behavioral Nudges for Good

What’s next?

• Strengthen administrative data → real time, quality
• Facilitate data use at all levels, for service delivery & operational decisions
• Testing low cost interventions (behavioral “nudges”)
• Strengthen embedded analytical capacity to support reform delivery
Thank you