

## Appendix D: Initial Hypothesis to Guide Synthesis Work

How can we ensure that the best available evidence around accelerated and catch-up learning (ALP) guides the development of post-pandemic learning recovery policies and practices?



### Current State and Gaps to Build on

- ▶ High international focus on learning access and recovery during and after the pandemic, yet emphasising status over recovery strategies
- ▶ Significant recent ALP development pre-pandemic, not yet synthesised, translated and accessible
- ▶ Education.org's COVID-19 school tracking and syntheses, not yet extending to recovery strategies and progress

### What Education.org Will Add?

- ▶ Surface decision-maker priorities as leaders consider how to make best use of scarce resources for recovery
- ▶ Mobilise, consolidate, and synthesise effective and less effective ALP strategies to accelerate and enhance learning recovery
- ▶ Translate into context-specific guidance
- ▶ In specific countries, by invitation, provide facilitation for implementation into existing sector policy and budgets

For the six out of ten children in school but not effectively learning, what can we learn from the most relevant advances in neuroscience, human development and learning sciences to reverse this trend and accelerate progress towards SDG 4?



### Current State and Gaps to Build on

- ▶ Tremendous advances in understanding not adequately reflected in policy and practice, especially for hardest to reach
- ▶ Specific advances around early childhood, adolescence development and learning in adversity hold unrealised potential for strengthening learning
- ▶ A long and growing list of evidence-backed individual interventions, rather than holistic and coherent guidance for sector policy. Few reports on ineffective practices
- ▶ The “usual actors” are well-mapped and understood, yet the interfaces and synergies between are less well-examined

### What Education.org Will Add?

- ▶ Synthesise basic science and field evidence, especially for most fragile transitions from pre-primary to primary, and primary to secondary; and including national and local evidence currently out of view
- ▶ Expand stakeholder maps to focus on decision-makers and influencers
- ▶ Conduct diagnostic assessment and enable capacity-strengthening for national sector policy reform plans and for heightening evidence influence on sector review processes, with Kenya as a first country partner

For the 260 million out of school children, and those now further displaced due to COVID-19, what are the most relevant global lessons for improving access and learning outcomes?



### **Current State and Gaps to Build on**

- ▶ Heightened national and global commitments, especially post-COVID-19
- ▶ Robust and growing field experience, but inadequately captured, codified, or translated
- ▶ Deeper understanding of the influence of political and economic challenges inhibiting change, yet few incentives to achieve change despite good examples and case studies
- ▶ Greater reliance on informal education which is less well represented in published work

### **What Education.org Will Add?**

- ▶ Surface major unpublished work from the philanthropic and NGO community
- ▶ Broker and support a sector-wide diagnostic/improvement agenda for linking evidence to policy and practice, including under-represented informal sector
- ▶ Forge context-specific guidance for low resource situations, starting with a first country project in Kenya