Appendix B:
Knowledge Actors and Initiatives Explored

▶ Abdul Latif Jameel Poverty Action Lab (J-PAL)
J-PAL conducts research, policy, and training to achieve its mission to utilise scientific evidence to reduce poverty. It seeks to improve access to and delivery of high-quality schooling at the primary and post-primary levels, and supports policymakers to apply evidence from randomised evaluations. JPAL produces syntheses of lessons emerging from research and condenses results in policy publications and evaluation summaries.

▶ American Institutes for Research (AIR)
AIR provides rigorous research and evaluation that delivers reliable evidence for use by education policymakers and practitioners to guide decisions. The organisation supports leaders to address education challenges and design solutions based on evidence-based practices. AIR's Research on International Studies in Education (RISE) webinar series highlights the research and promotes sharing and dialogue on how data-based evidence can be used to improve educational outcomes.

▶ ASER
ASER Centre seeks to use simple yet rigorous methods to generate evidence on scale on the outcomes of social sector programs. It also aims to strengthen the link between evidence and action by building the capacity of individuals and institutions to design, conduct, and understand assessments that focus on key outcome indicators. The ASER Centre approach has its roots in Pratham's work across urban and rural India to help children acquire basic skills in reading and arithmetic. ASER Centre was established as an autonomous unit within the Pratham network in 2008.

▶ Australian Council for Education Research (ACER)
ACER creates and promotes research-based knowledge, products and services that can be used to improve learning across the lifespan. It is a not-for-profit research organisation established in Australia, working globally. It has built a strong reputation as a provider of reliable support and expertise to education policymakers and professional practitioners

▶ Brown Center on Education Policy, Brookings Institution
The Brown Center seeks to bring the best tools from quantitative social sciences to bear on education policy discussions and produces independent research that improves the efficiency of schools. The Center promotes the application of research to improve student outcomes, particularly for marginalised communities. Its Brown Center Chalkboard is a space for researchers to present evidence-based reflections on pressing challenges (in the US education system).

- **Building Evidence in Education (BE2)**
  BE2 is a working group of bilateral and multilateral donors convened to strengthen donor research, collaboration and coordination, encourage higher standards of commissioned research, and promote the availability and access to rigorous research.

- **Campbell Collaboration**
  The Campbell Collaboration is an international social science research network that produces high quality, open and policy-relevant evidence syntheses, plain language summaries and policy briefs. It provides resources for researchers, including the Campbell Systematic Reviews Journal and interactive Evidence and Gap Maps (EGM) that consolidate what we know and do not know about what works and the quality of the available research. There is a coordinating group for the education sector that includes scholars, policymakers, practitioners, and funders interested in evidence-based practice and systematic reviews.

- **Carnegie Foundation for the Advancement of Teaching (CFAT)**
  CFAT is a US-based education policy and research centre. It promotes the use of improvement science and a user-centred and problem-centred approach to address challenges and improve teaching and learning.

- **Center for Global Development (CGD)**
  CGD promotes innovative economic research to improve policy and practice. For the education sector, CGD examines the mechanisms through which education can provide children with equal life opportunities and build the human capital needed for nations to prosper.

- **Center for Universal Education, Brookings Institution (CUE)**
  CUE develops and disseminates solutions for quality education and skills development. Its priorities include improving learning and skills, addressing inequality, achieving learning at scale, and supporting equitable and effective education financing. CUE is currently advancing strategies for parent and family engagement to accelerate progress in the sector, with 30 project collaborators across 11 countries. CUE also collaborates with local institutions in a number of countries to establish Real Time Scaling Labs, to general evidence and provide practical recommendations for scaling innovations and impact in education.

- **Centre of Excellence for Development Impact and Learning (CEDIL)**
  CEDIL was established in 2017 by the UK Government (FCDO) to advance work in three thematic areas: the evaluation of complex interventions to understand how and why various combinations of activities work; enhancing evidence transferability, through middle-range theories to understand how programmes work across multiple contexts and how they can be adapted for novel contexts, and; increasing evidence use by developing guidelines for policymakers through stakeholder engagement, making sense of evidence, and strategic communications.

▶ Cochrane
Cochrane promotes evidence-informed decision-making in health by producing high quality, relevant, and accessible systematic reviews, and other synthesised research evidence. It is a volunteer network made up of researchers and practitioners from 130 countries. In addition to producing evidence, the collaboration also promotes its accessibility for decision-makers and advocates for evidence-informed healthcare.

▶ Department for International Development (DFID)/Foreign Commonwealth & Development Office (FCDO)
One of FCDO's core initiatives in the education sector is the Girls' Education Challenge (GEC), the largest global fund committed to girls' education. It aims to ensure quality education for one million of the world's most marginalised girls. To help the sector address this significant challenge, the GEC promotes regular thematic reviews and elevates practitioner experiences through quarterly documentation of lessons from the field.

▶ Department of Foreign Affairs and Trade – Government of Australia (DFAT)
In 2017 DFAT released, *What Works Best in Education and Development: A Super Synthesis of the Evidence*. It translates evidence from 18 systematic reviews, meta-analyses and comparative reviews of what works in education into guidance for decision-makers.

▶ EdTech Hub
The EdTech Hub is a global, non-profit research partnership that provides research and advisory support for decision-making related to technology solutions. It also entails a network of geographic and subject-matter experts available to support decision-makers in low- and middle-income countries.

▶ Education Endowment Foundation (EEF)
EEF is a grant making and research organisation that supports teachers and senior leaders in education to respond to challenges based on the best available evidence. It summarises the evidence to develop Teaching and Learning Toolkits, generates new evidence on what works through independent evaluations of promising initiatives, and works in partnership with 37 schools across the UK to support the use of evidence for decision-making. Together with the Sutton Trust, EEF was designated by the UK Government as a What Works Centre for Education, one of nine centres in the What Works Network.

▶ Education Sub Saharan Africa (ESSA)
ESSA's mission is to ensure data and evidence drive the necessary improvements needed to enhance access and quality of higher education for young people across Africa. One of its four priorities is to build the knowledge ecosystem for education in a way that turns evidence into action and improves policy and delivery.

▶ Epistemonikos

Epistemonikos is a collaborative, multilingual database of research evidence and knowledge translation. As a non-profit organisation, Epistemonikos creates tools that accelerate the search for and selection of evidence, and coordinates the efforts of one thousand global collaborators.

▶ FHI 360

FHI 360 partners with governments and civil society organisations around the world to advance quality education, with an emphasis on the use of data for decision-making, fostering student-centred learning, and promoting education in fragile and conflict-affected contexts.

▶ Girl Innovation, Research, and Learning (GIRL) Center - Population Council

The GIRL Center is a global research center that generates, synthesises, and translates evidence to transform the lives of adolescent girls. Through rigorous research about what works — and what doesn't — we can better direct limited resources to support evidence-based solutions that improve girls' lives. GIRL leads the Evidence for Gender and Education Resource (EGER), the first freely available resource to help the global gender and education community make informed decisions about their programming, investments, and policy and research priorities.

▶ Global Education Evidence Advisory Panel (GEEAP)

Inspired by advisory panels in the health sector, GEEAP is positioned to influence policymaking and consists of leading researchers and practitioners who have contributed to the existing evidence base for the education sector. The panel's first set of recommendations, *Smart Buys in Education for low- and middle- income countries*, seeks to guide country level decisions on cost effective reforms based on an assessment of the evidence base for various reforms.

▶ Global Education Monitoring Report (GEM Report), UNESCO

The GEM Report is a global public good to support the achievement of SDG 4 by providing sound evidence and analysis to support policymaking, facilitating the sharing of good practice, and holding those responsible to account for fulfilling their commitments. The 2020 Report focused on inclusion, and the forthcoming reports will focus on non-state actors and technology.

▶ Global Partnership for Education (GPE)

The GPE is a global fund and multistakeholder partnership that supports lower-income countries to develop resilient education systems that provide quality learning opportunities for even the most marginalised learner. It promotes evidence-based policy dialogue. It supports countries and their partners to generate and utilise evidence to help the partnership learn, improve and be accountable.

The GPE Knowledge and Innovation Exchange (KIX) seeks to connect the expertise, innovation and knowledge among GPE

partners to strengthen education systems in low-income countries. KIX enhances national policymakers access to evidence-based solutions and ensures that they feed into policy dialogue and planning processes. The initiative also aims to build capacity to produce, integrate and scale knowledge and innovation in partner countries.

▶ Global Science of Learning and Education Network (GSoLEN)
GSoLEN advances science-based strategies to meet learning needs and overcome the impact of poverty on learning. It is preparing for a focus on the science of learning to develop best practices and policy resources that provide guidance on how to promote learning at each developmental stage, under what conditions, and in what context.

▶ Innovations for Poverty Action (IPA)
IPA has two priorities: to create high quality evidence and to help turn that evidence into better programs and policies for the poor. At the country level, IPA works closely with decision-makers to identify key research questions, disseminates key research findings, provides capacity building for local organisations and government entities to understand, utilise and apply evidence, and promotes and facilitates the adoption of the most effective solutions.

▶ Institute of Education Sciences (IES)
IES is a US-based institute that produces rigorous, independent education research, evaluation and statistics. IES includes the What Works Clearinghouse, which reviews existing high-quality research on programs, products, practices and policies to support educators and leaders to make evidence-based decisions.

▶ Institute for the Study of Knowledge Management in Education (ISKME)
ISKME is a global non-profit that conducts social science research and develops evidence-based innovations that improve knowledge sharing in education. It promotes open access resources and initiatives to support student-centred teaching and learning globally and enables leaders to make continuous improvements to education policies, programmes and practice.

▶ International Initiative for Impact Evaluation (3ie)
3ie promotes rigorous, efficient, and ethical use of innovative data sources for impact evaluation. Its resources include impact summaries that illustrate how its evidence has improved decision-making and an evidence portal with systematic reviews on a range of education topics.

▶ Mathematica
Mathematica is considered a pioneer of social policy research in the US and promotes the use of evidence to drive decisions in public policy and programmes. For example, in response to the COVID-19 pandemic, Mathematica provided evidence-based, scalable solutions for school reopening and response planning, with an emphasis on equitable outcomes.

▶ Organisation for Economic Co-operation and Development (OECD)
The OECD Education Directorate leads initiatives in five priority areas: measuring outcomes, teaching and learning, developing and using skills, innovation and the future of education, and policy development and implementation. This last priority area entails initiatives that create resources for decision-makers (i.e., policy toolkits, resources to support implementation, and thematic reviews).

▶ PAL Network
The People's Action for Learning (PAL) Network is a south-south partnership of organisations working across three continents. Member organisations conduct citizen-led assessments and/or citizen-led actions aimed at improving learning outcomes.

▶ Regional Education Learning Initiative (RELI)
RELI is a partnership of 70 organisations across East Africa (Kenya, Tanzania, and Uganda) connected to ensure inclusive learning for all children in the region.

▶ Research on Improving Systems of Education (RISE)
RISE is an international research programme focused on understanding how education systems in developing countries can address the learning crisis, especially as it relates to foundational skills. The initiative seeks to bridge the divide between policy and research and catalyses reforms that improve learning outcomes through new, rigorous scholarship.

▶ Results for Development (R4D)
R4D supports local change agents — government officials, civil society leaders and social innovators — to drive reforms and engage in continuous improvement. It works to help these change agents untangle how to mobilise and focus resources to better protect mothers and children from malnutrition so they are able to grow and thrive, how to introduce play-based learning into national early education programs so that young minds can thrive, and how to ensure that affordable, high-quality care reaches people living at the furthest edges of the health system.

▶ RTI International
RTI supports education systems around the world to achieve measurable improvements in education quality and learning outcomes through evidence-based approaches to strengthen policy, management, and practice at every level – from the classroom to the central ministry.

▶ Schools2030
Schools2030 is a ten-year action research and learning improvement initiative working with one thousand schools across ten countries to identify what works to improve holistic quality learning for all. This unique initiative engages and equips school leaders, teachers, and learners to uncover valuable insight into how to operationalise SDG 4 in classroom practice.

▶ Strategic Education Research Partnership (SERP) Institute
SERP is an education research partnership, initially incubated within the National Academy of Sciences, that generates innovative, scalable solutions to pressing education challenges. It aims to bridge the gaps between research, policy and design and facilitates sustained collaborations between these groups of stakeholders. The goal is to increase equity, improve student learning, and give teachers and students greater agency.

▶ SUMMA, Laboratory of Education Research and Innovation for Latin America and the Caribbean
SUMMA develops and promotes the use of cutting-edge research to address pressing education challenges in Latin America and the Caribbean. The laboratory promotes shared research agendas, fosters innovation in policy and practice and advances collaborative networks to enable exchanges between policymakers, researchers, innovators, and school communities.

▶ UNESCO Institute for Statistics (UIS)
UIS is the official statistical agency of UNESCO and a trusted global source for internationally comparable data on education. It has the mandate to develop the methodologies, standards and indicators needed to achieve SDG 4. UIS experts work closely with national statistical offices, line ministries and technical partners to lead the global initiative to measure achievement towards SDG 4.

▶ UNESCO International Institute for Education Planning (UNESCO-IIEP)
IIEP provides training, technical assistance and resources to help countries plan and manage their education systems. Its most recent report assesses the use of learning assessment data in six countries in Sub-Saharan Africa. This report explores how learning assessment data, from large scale reviews and citizen-led assessment, is used and the extent to which it influences policymaking and planning.

▶ UNICEF – Data Must Speak
The Data Must Speak initiative seeks to effectively communicate evidence for use in decision-making to ensure that reliable data is used to guide resource allocation and manage education systems, communities are empowered to hold leaders accountable, and research is used to improve school performance.

▶ UNICEF Innocenti Center
Innocenti is UNICEF's dedicated research centre, with a mandate to carry out cutting-edge and policy-relevant research that equips UNICEF and the global community to deliver results for children. The Center utilises strategic communications and research engagement activities to ensure dissemination and translation of results into policies.

▶ United States Agency for International Development (USAID)
The primary purpose of programming in education by USAID is to achieve sustained, measurable improvements in learning outcomes and skills development. Its current sector priorities include country focus and ownership, measurable and sustainable improvements in learning outcomes, strengthened systems and improved capacity of local institutions, partnerships to leverage resources, evidence and data-driven decision-making and investments, and equity and inclusion.

▶ Usawa Agenda
This civil society organisation was formerly Uwezo. In addition to conducting household surveys to assess learning, Usawa Agenda engages with government and partners across Kenya to improve the use of evidence in decision-making and to improve learning outcomes.

▶ Uwezo
Uwezo was a five-year initiative that aimed to improve competencies in literacy and numeracy among children (aged 6-16) across Kenya, Tanzania, and Uganda. It utilised an innovative, citizen-led approach to measure literacy and numeracy and enhance public accountability.

▶ World Bank
The World Bank is the largest global funder of education and a source for data and policy advice. Its education strategy advances learning for all, with teachers, learning technologies and early childhood development as three of its five focus areas.

▶ Zizi Afrique
Zizi Afrique generates, consolidates, and shares evidence to inform policy and practice. They conduct studies and assessments of learning to generate evidence to address the learning crisis as well as anticipate the future. Additionally, they package, share and communicate evidence to influence learning practices and policies.